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ABSTRACT

These conference proceedings deal with the exploration of the problems faced in educating Puerto Ricans and in seeking solutions for these same problems with a focus on the programs for school age children. Major areas discussed in the conference proceedings are: the cultural background of the Puerto Rican child, testing and placement of Spanish speaking children, views of stateside educators, overcoming the language barrier of the Spanish speaking child (preschool English instruction), English as a second language (reading), English as a second language (language and bilingual programs), observation visits to schools and other institutions, recruitment and training of teachers of English for Spanish speaking children, preparation of instructional materials, and affective cooperation of Puerto Rican agencies. (AM)

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PROCEEDINGS OF CONFERENCE ON EDUCATION OF PUERTO RICAN CHILDREN ON THE MAINLAND

(October 18 to 21, 1970)

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JOSÉ M. GALLARDO
Editor

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FOREWORD

At the time of the CONFERENCE ON THE EDUCATION OF PUERTO RICAN CHILDREN ON THE MAINLAND, many of the participants expressed a desire to receive the conference proceedings. In response to these requests, we are delighted to make this bulletin available to all those who are interested.

These proceedings contain not only the contributions of the scheduled speakers, but also the spontaneous views expressed by the persons who participated in the discussions.

It would have been impossible to prepare these proceedings for wide distribution without the assistance of the U. S. Office of Education. For their cooperation and encouragement we are deeply grateful.

Ramón Mellado

Ramón Mellado
Secretary of Education

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José M. Gallardo – Coordinator

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PROGRAM

SUNDAY, OCTOBER 18

	REGISTRATION
2:00 to 6:00 P. M.	Second floor of San Jerónimo Hilton Hotel
6:30 to 7:30 P. M.	Reception offered by San Jerónimo Hilton Hotel
7:30 to 9:30 P. M.	Old-fashioned Puerto Rican dinner

POOL AREA

MONDAY, OCTOBER 19

MORNING SESSION	**East Wing Room**
9:00 to 9:10	CALL TO ORDER José M. Gallardo Conference Coordinator
	INVOCATION The Reverend Antonio Rivera Rodríguez
9:10 to 10:00	SCOPE OF THE CONFERENCE
Presiding	Ángeles Pastor Under Secretary of Education Department of Education
Speaker	The Honorable Ramón Mellado Secretary of Education Commonwealth of Puerto Rico
10:00 to 10:30	Coffeebreak
10:30 to 12:00	CULTURAL BACKGROUND OF THE PUERTO RICAN CHILD
Presiding	Jenaro Collazo Dean, College of Social Science University of Puerto Rico

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	Speakers	Juan J. Maunez Professor of Sociology School of Education University of Puerto Rico
		Carmen Silvia García Director Research Unit Medical Center University of Puerto Rico
12:15 to 1:45		RECESS FOR LUNCH
2:00 to 3:30		TESTING AND PLACEMENT OF SPANISH SPEAKING CHILDREN
	Presiding	Ramón Ramírez López Professor of Educational Psychology School of Education University of Puerto Rico
	Speakers	Charles O. Hamill Formerly Director of Evaluation Department of Education
		Jorge Dieppa Director, Puerto Rico College Entrance Examination Board
		José Quiles Guidance Counsellor Project NOW, Hightstown New Jersey
3:30 to 5:00		VIEWS OF STATESIDE EDUCATORS
	Presiding	Hernan Lafontaine Bilingual School Principal P. S. 25, New York City
	Speakers	Awilda Orta President Puerto Rican Educators Association
		José Monserrat Member New York City Board of Education
		Héctor Rodríguez Field Representative Housing Division, New Jersey Department of Community Affairs

EVENING SESSION	West Wing Room
7:00 to 10:00	BANQUET IN HONOR OF CONFERENCE PARTICIPANTS Offered by the Honorable Ramón Mellado Secretary of Education
Presiding	José M. Gallardo Conference Coordinator
Invocation	The Reverend Francis Thomas
Introduction	The Honorable Ramón Mellado
Address	The Honorable Luis A. Ferré Governor of the Commonwealth of Puerto Rico

TUESDAY, OCTOBER 20

MORNING SESSION	East Wing Room
8:30 to 12:30	OVERCOMING THE LANGUAGE BARRIER OF THE SPANISH-SPEAKING CHILD a—Pre-School English Instruction b—English as a Second Language: Reading c—English as a Second Language: Language d—Bilingual Programs
10:00 to 10:30	Coffee break
Presiding	Adela Méndez Director of English Department of Education
Speakers	Nikki Blankenship Southwest Educational Development Laboratory Austin, Texas
	Mari-Luci Ulibarri School of Education University of New Mexico

Clelia Belfrom
Bilingual School Principal
Springfield Gardens, New York

Mary Finocchiaro
Professor of Education
Hunter College

Carmen E. Rivera
Bilingual School Principal
P. S. 211, New York City

12:30 to 1:45 — RECESS FOR LUNCH

AFTERNOON SESSION

1:45 to 4:30 — OBSERVATION VISITS TO SCHOOLS AND OTHER INSTITUTIONS

7:00 to 9:00 — At La Fortaleza
Reception in honor of conferees offered by The Honorable Luis A. Ferré, Governor of the Commonwealth of Puerto Rico

WEDNESDAY, OCTOBER 21

MORNING SESSION — East Wing Room

8:30 to 10:00 — RECRUITMENT AND TRAINING OF TEACHERS OF ENGLISH FOR SPANISH-SPEAKING CHILDREN

Presiding — José A. Cáceres
Dean, School of Education
University of Puerto Rico

Speakers — Aida Candelas
School of Education
University of Puerto Rico

Emilio L. Guerra
Head Division of Foreign Languages and International Education
New York University

José A. Vázquez
Assistant Administrative Director
Bilingual Programs in School and Community, New York Board of Education

10:00 to 10:30	Coffee break
10:30 to 12:00	PREPARATION OF INSTRUCTIONAL MATERIALS
Presiding	Jaime González Carbó Assistant Secretary of Education Department of Education
Speakers	Ralph F. Robinett Project Manager Spanish Curricula Development Center Miami, Florida
	Paquita Viñas de Vázquez English Division Department of Education
	Carmen Pérez Program Director, Bilingual Program, District 13 New York City
12:10 to 2:00	RECESS FOR LUNCH
AFTERNOON SESSION	East Wing Room
2:00 to 3:30	EFFECTIVE COOPERATION OF PUERTO RICAN AGENCIES
Presiding	Antonio C. Ramos Assistant Secretary of Education Department of Education
Speakers	Dr. Armando Rodríguez Director, Office for Spanish-Speaking American Affairs
	Mrs. Aurora G. de Baralt Director Program of Inter-Agency Services
	Héctor Rodríguez Office for Spanish-Speaking for American Affairs

OPENING SESSION

OCTOBER 19, 1970

9:00 to 10:30 A. M.

DR. JOSÉ M. GALLARDO

Ladies and Gentlemen, the Conference is called to order.

We will have the invocation by the Reverend Antonio Rivera Rodríguez, Executive Secretary of the Puerto Rican Council of Evangelical Churches.

REVEREND ANTONIO RIVERA RODRÍGUEZ

Our Lord and Heavenly Father, we look to Thee with grateful hearts for the manifold blessings Thou has bestowed upon us. We thank Thee for these devoted educators who are eagerly seeking solutions to the problems they face in the education of our children on the mainland. Lead them in their deliberations, that they may gain a deeper insight and increased zeal and determination in the fulfilment of their tasks. Bless all who have dedicated their lives to the teaching profession. May their labors redound to the benefit of the pupils and their communities and to Thine eternal glory. Amen

DR. GALLARDO

The Conference on the Education of Puerto Rican Children on the Mainland is launched. May it have good sailing!

This is a great day. It marks the culmination of more than a full year of preparation. It is Dr. Mellado's answer to the appeals made by continental educators who have visited us to organize a meeting in Puerto Rico for educators involved in the education of Puerto Rican children to share their ideas and experiences.

It is now my pleasure to present the chairman of this session. She is a distinguished educator, for many years a professor at the School of Education of the University of Puerto Rico, a writer of children's books and at present Undersecretary of Education in charge of the instructional program. My friends, it is an honor and a great pleasure to present Dr. Ángeles Pastor.

DR. ÁNGELES PASTOR

Thank you, Dr. Gallardo, for your words of introduction.

Honorable Secretary of Education of Puerto Rico, distinguished guests, fellow educators. It is with great pleasure that I bring you all my special greetings on the opening day of this conference for stateside educators.

It is an honor and a privilege to appear before this gathering of educators who share a common interest with us: the education of Puerto Rican children on the mainland. Other speakers will discuss various aspects of this challenging situation, but mine is the pleasant task of presenting the speaker of this session: the Honorable Ramón Mellado, Secretary of Education of the Commonwealth of Puerto Rico.

Dr. Mellado's career can be epitomized in a brief phrase: he is a great teacher and an outstanding administrator. He started his career as a classroom teacher in our public schools, and went up the professional ladder serving as school principal, district superintendent, general supervisor, and assistant commissioner of our educational system. Upon leaving the latter post, he accepted a professorship in the School of Education of the University of Puerto Rico and later became its Dean of administration.

Since assuming the position of Secretary of Education in January, 1969, he has been deeply interested in the improvement of the educational system of Puerto Rico, trying to bring it up to a higher level of excellence both in quality and scope. In this effort he has been specially interested in the problems of the Puerto Rican children on the mainland, and has placed the resources of the Department at the service of visiting stateside educators. Not content with these efforts, he determined to sponsor a study on the subject, which has culminated in this conference. So, we are gathered here today in the hope of being of further service to you, our mainland colleagues, to the Puerto Rican children in the States, and to the cause of public education.

Ladies and gentlemen, is is with real pleasure that I present our great leader, friend and colleague, Dr. Ramón Mellado.

DR. RAMÓN MELLADO

Dr. Pastor, thank you for your kind words.

Dr. Gallardo, distinguished guests and members of this conference.

First of all let me extend to you the heartiest welcome and greetings of the Department of Education and of the Government of Puerto Rico.

In the United States there are approximately one and a half million Puerto Ricans. In the future there will be even more. All are American citizens, either born on this Island or descendants of Puerto Ricans who at some time moved to the mainland in search of a better life.

Like all other groups of inmigrants, Puerto Ricans, now living in almost all American cities, have had, and still have difficulty in adapting themselves culturally. No doubt they will eventually become fully integrated into the new society of which they are members, and their presence will significantly influence the society of which they have become a vital part. They will embody, moreover, an estimable example for the world of what the North American culture and the Latin-American culture can achieve when there is mutual understanding and mutual enrichment. What worries us all - the

Government of Puerto Rico, the Government of the United States, you and me - is that this integration is not occurring as fast as we want it to, or as we think it is best for all of us.

When it comes to the Puerto Rican migrants in the United States, there is a special situation involved. It is that all of them are American citizens on arrival, and even before their arrival. In fact, it seems rather improper to use the terms migrant or immigrant when referring to citizens who move from one part of the nation to another. Our responsibility toward them is consequently much greater than in the case of other immigrants. This common citizenship is a bond of union that implies certain loyalties, certain obligations and, above all, a certain mutual respect that we ought not to forget at any time.

The normal problems always accompanying cultural adaptation have been increased considerably because of the peculiar circumstance that the majority of our migrants come from the most impoverished socio-economic groups with all that this implies. As a consequence a large number of the Puerto Ricans now living in the States do not fully enjoy the rights constitutionally theirs as American citizens, nor are they able to discharge the social and moral obligations that this citizenship places on them. They are not given all that they should have, nor are they able to fulfill all that is expected of them.

For a man to be able to claim all that rightly belongs to him, also, to be able to contribute effectively to the progress of the social group of which he is a part, he must first have fully developed his potential for growth, particularly his intelligence.

Because Puerto Ricans feel themselves to a certain extent forgotten, a great many of them on the mainland have isolated themselves socially, culturally and even physically. This isolation makes collective improvement even harder. Very often their protests are really expressions of their anguish and desperation.

Puerto Ricans living in the States need to have the chance to get work, opportunities for further education, and all the understanding and affection that can be given them. All of these needs ought to be taken care of together. However, in my judgment, the opportunity for education comes first because once this is provided for, the others will be more easily handled.

The purpose of this Conference is exactly that of exploring the problems faced in educating Puerto Ricans and to trying to find solutions for these same problems. Although education for our migrants should include programs for both those of school age and the adult population, we shall concentrate our attention on the first group. If we take care of children of school age, both here in Puerto Rico and there in the States, the overall problem will gradually be phased out over the years.

The education of Puerto Rican school children in the United States confronts us with several problems. One of these, and the most important, is the limited knowledge of English most of them have. There are many gra-

dations in their knowledge of English, depending on how long they have been in the States and on how much schooling they have had in Puerto Rico.

Since a command of English is basic for successful work in the regular classroom, Puerto Ricans without this command need to be placed in special groups. Teachers who would competently meet the needs of these disadvantaged children should first be bilinguals who know American culture as well as Puerto Rican; secondly, should have had thorough training in the methodology of teaching English as a second language; and thirdly, should have access to an abundance of adequate teaching materials. So far recruitment of teachers for bilingual programs in the States has been partially solved by getting them from Puerto Rico, either through regular contracts or through exchange programs. In some cities Spanish-speaking teachers who are not Puerto Ricans have been appointed. Neither approach has been completely successful.

So far it has been impossible to secure a sufficient number of teachers, and many of those employed lacked the necessary preparation and experience. The actual number of teachers needed right now for stateside bilingual programs is far greater than the available supply of Puerto Ricans teachers or other Latin Americans who speak Spanish. I would say that more than 2,000 teachers should be employed now if these programs are to be successful.

Why not, then, employ bilingual Puerto Rican young people with a high school diploma from the United States or Puerto Rico, who are acquainted with both cultures? Why not make it possible for them to pursue university studies, with the promise on their part that they will work in the cities granting them the scholarships?

We are doing just that in Puerto Rico. These young people are teaching English in the primary grades of our public schools under a departmentalized system and the results of this experiment have been far beyond our expectations.

Would it not be possible for teacher colleges and departments of education in American universities to develop programs such as this to meet the need for bilingual teachers? State and municipal governments could provide the necessary economic aid. It is my firm conviction that this is at present the only sound, satisfactory, and competent solution to securing good teachers for bilingual programs.

This solution I am proposing takes care, in addition, of the second requirement I mentioned: the understanding of the methodology and the techniques for teaching English to Spanish-speaking pupils. High school graduates employed under this program should be given intensive training in the teaching of English as a second language. It is of utmost importance that they seek to understand how learning takes place, especially as it occurs in teaching English as a second language. As soon as the bilingual students have completed the professional courses considered basic, they can begin to work as teacher aides where they are needed. That is the way we are presently doing it here in Puerto Rico.

And along with their teaching they are also studying toward their bachelor's degree with the intention of becoming fully certified special teachers of English.

The third factor in education, the supply of adequate materials, is probably the easiest to satisfy. Here the Department of Education can be of great help. We already have some materials prepared for teaching English in Puerto Rico and we are preparing a great deal more. With some adaptation all of these can be used in stateside schools. Excellent materials for the teaching of English to Spanish speaking people have also been prepared by several school systems in Florida.

One big advantage American schools have in teaching English to Puerto Ricans is that they don't need to worry about motivation and practice. All ages are under a natural pressure to learn the language. The classroom, the playground, and the street are the best possible language laboratories for daily practice. The need to learn English exists in Puerto Rico, but our students in elementary and secondary schools do not see it as so dramatic a need as do those living in the States. Here in Puerto Rico the necessity for using it is most obvious in the world of work rather than in the school world. The chance to practice English is also harder to find in Puerto Rico, even though the growing number of continentals on the Island provides more chances than formerly.

An understanding of the two cultures, Puerto Rican and American, is indispensable for teaching the English language well to Puerto Ricans. Language is an instrument of thought and of communication, and in order to understand the ways of another people, such as the North Americans, one must know their culture well. But to teach the language and culture of the United States to Puerto Ricans, one must also be well acquainted with the culture of Puerto Rico.

A command of Spanish by those who teach English to Puerto Ricans is also highly desirable, since an awareness of the linguistic similarities and differences found in the two languages can facilitate instruction.

The Department of Education is making extraordinary efforts to improve the teaching of English in our public schools. We have already added an additional credit in English to the requirements for high school graduation. This step, together with the appointment of bilingual teachers for the teaching of language in the primary grades, as well as the preparation of new reading materials and the use of more audiovisual equipment should bring remarkable improvement in the English Program in the next few years. I am sure that, when our English Program is fully developed, the educational task of all of you who work with our Puerto Rican immigrants will be immeasurably easier. It is no great promise I make for the future, but it should be a real ray of hope for that future.

The destiny of Puerto Rico is joined to that of the United States. Together we will share the good things and the bad that the future may have

in store. Within the next twenty or twenty-five years Puerto Ricans will know English quite well, and many will be completely bilingual.

Our culture, derived from the Spanish, will be enriched by all those elements in the North American culture that are compatible with its nature. More Spanish will be spoken in the United States, and the North American culture will, in turn, be modified through contact with the culture carried there by the thousands upon thousands of Puerto Ricans going to that country.

Actually, by that time there will be a great, constant population movement, as our people go back and forth to the states with great ease. Soon the trip may even be only an hours's flight. By that time, however, you will no longer have to organize bilingual programs.

Finally, there remains only my heartfelt request to you all for better understanding *of*, and all the possible help *for*, our fellow citizens, the Puerto Ricans in the United States.

And my wish for a very successful Conference.

CULTURAL BACKGROUND OF THE PUERTO RICAN CHILD

October 19, 1970

10:30 to 12:00 M

DR. GALLARDO

Ladies and Gentlemen: I am delighted to present the chairman of this session, Dr. Jenaro Collazo, Dean of the College of Social Science of the University of Puerto Rico. I am proud of Dr. Collazo because he initiated his schooling in one of our public rural schools in the mountain area of Puerto Rico. He has a bachellor's degree from the University of Puerto Rico and Master's and Doctor's degrees from Cornell.

He was Professor and Head of the Department of Sociology and has recently become Dean of the School of Social Science. It gives me great pleasure to present Dr. Jenaro Collazo.

DR. JENARO COLLAZO

Ladies and Gentlemen: I am delighted to participate in this conference which has gathered together educators from the mainland and Puerto Rico, to discuss the problems involved in the education of Puerto Rican children on the mainland. It is my pleasure now to present the speakers of this session.

The first speaker will be Dr. Juan José Maunez, Professor of Education at the University of Puerto Rico. Dr. Maunez received his A.B. degree from the University of Puerto Rico, his Master's from Teachers College of Columbia University, and a doctorate in education from New York University, majoring in Sociology and Education. He continued post-doctoral studies at the London Schools of Economics and Political Science. He started his teaching career as an elementary school teacher, then taught in Junior and High schools, served as Second Unit Rural School principal, and assistant superintendent. In the University of Puerto Rico he started as an instructor and has risen to a full professorship in the school of education. He has been a member of several educational commissions and research groups, and has written articles and reports on social aspects of Puerto Rico. He will speak on the cultural background of the Puerto Rican child.

The second speaker will be Dr. Carmen Sylvia García. She holds a B. S. degree and a Master's in Social Work from the University of Puerto Rico. From 1957 to 1965 she worked as Director of Social Work for the Mental Health Program of Puerto Rico. During 1965-66 she worked as Executive Director of a Research Program for Yale University, and in 1968 she obtained a Ph. D. in Psychiatric Social Work from the University of Penn-

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sylvania, majoring in Counseling and Social Research. Since 1968 she has directed a Program of Social Research in the School of Medicine, and has been Lecturer on Social Research in the Graduate School of Social Work, University of Puerto Rico. Dr. García has published several articles on her research and now has two books in press.

Questions will be submitted to both speakers after they have both presented their papers.

We will now hear from Dr. Maunez

DR. MAUNEZ

Dear Colleagues and friends:

First of all I should like to express my appreciation to the organizers of this Conference for having invited me to be one of the speakers. It is indeed an honor to collaborate in a professional activity of this type which is aimed at a better understanding, guidance, and teaching of the Puerto Rican children in the United States.

I am supposed to discuss the cultural background of the Puerto Rican child. I must confess that although the topic is undoubtedly a very interesting one and very relevant to the main objective of this Conference, I had some difficulty in delimiting its scope to make it manageable in the time assigned for my dissertation. In 1965 the main theme of a three day Conference which was held in Barranquitas –a small Puerto Rican town– was exactly the same topic assigned to me now for a half hour presentation. That meeting was attended by a group of distinguished educators from Puerto Rico and from the mainland, some of whom have done research studies on Puerto Rican subcultures and the Puerto Rican child.

I would like to quote from the introductory remarks by Dr. Angel Quintero Alfaro, who was the Secretary of Education of Puerto Rico at the time:

> "So if there were no other results, we hope that a group of us will come out of this meeting with better knowledge, although tentative knowledge, and with more questions about the Puerto Rican children, and we will profit by making better decisions."

After considering all these realities and obvious complexities in my assignment, my selected strategy will be as follows:

First, I will present a synopsis of the historical antecedents of the Puerto Rican society.

Second, I will briefly survey two scientific studies of Puerto Rican subcultures and put a major emphasis on the findings pertaining to the training of the children of these subcultures. In this second part, I will also present 5 findings about the Puerto Rican child, culture, and society selected from *three* other studies.

And finally, I will briefly discuss three major socio-economic changes which are taking place in Puerto Rico.

HISTORICAL SYNOPSIS

The Spanish Regime

Puerto Rico was discovered by Christopher Columbus on November 19, 1493. The discoverer took possession of the Island for the King and Queen of Spain, and named it San Juan Bautista (St. John the Baptist). Later this was changed to Puerto Rico (Rich Port), a name which originally applied to the harbor of San Juan.

The inhabitants of the island by the time of the discovery were the Arawak Indians– about 30,000 of them. They were a peaceful people and were excellent weavers and craftsmen in gold and stone. The Arawak Indians practiced polygamy and their wives went into the fields to farm while the men hunted. The main native crops were tobacco, corn, and ginger. The Indians gradually disappeared after the Spanish conquest until they were no longer discernible as a separate ethnic group. Their extinction was brought about by the killings during their rebellion against the Spaniards, by fleeing from the Island, by deaths, by diseases introduced by the conquerors, by interbreeding, and by the difficulty of adjusting to a European standard of civilization.

The Spaniards are the second ethnic group which enters into the historical development of the Puerto Rican society. The colonization was started by Juan Ponce de León, who had been with Columbus in 1493 as a foot soldier. Ponce de León's followers were not more than fifty, who came originally from the Province of Andalucía. Most of them were upper class adventurers who came to the New World for conquest rather than for colonization. Later Spanish soldiers were sent to Puerto Rico and many deserted and settled in the mountains of the Island.

The Spaniards found some gold in Puerto Rico. Although there is disagreement as to the value of the total yield, the estimates vary from four to fifty millions dollars. However, early in Puerto Rican history, by the year 1570, the gold placer mines were exhausted.

The development of agriculture in a major scale was a desirable objective of the Spanish King, Ferdinand. However, he did not succeed because the settlers were restless due to the constant harrassment by the Carib Indians from other Caribbean places, the French and the English navies, and also on account of a shortage of manpower and capital. The Island was fortified and became a Spanish defensive bastion.

When the Indians had practically vanished, the Spaniards turned toward Africa for a supply of labor. From 1511 to 1530 more than 1,500 Africans were imported and an additional 15,000 arrived in the following quarter of

a century. And in this way a third ethnic ingredient entered into the formation of the Puerto Rican society.

Some of the cultural contributions of the Spaniards to Puerto Rican society were the introduction of their language, religion, food, houses, music, family organization, festivities, schools, and government organization.

The following are some significant dates in the history of Puerto Rico during the Spanish regime.

1515– Sugar was introduced in the Island from Santo Domingo.

1523– The first sugar mill was established.

1614– Tobacco became a commercial crop.

1755– Cultivation of coffee was begun.

1804– Puerto Rican ports were opened to foreign commerce.

1807– The first Puerto Rican newspaper known as *La Gazeta* was published.

1808– Puerto Rico was given representation in the Spanish Constituent Cortes, which were the legislative bodies. This representation, which was embodied in the 1812 Constitution, was not continuous.

1810– Period of revolt against Spain began in Mexico, Venezuela, and other Spanish colonies.

1811– Venezuela declared its independence from Spain. One result was a large migration of loyalists from that country to Puerto Rico.

1866– A Puerto Rican delegation went to Madrid to ask for reforms for Puerto Rico. Specifically, they wanted the establishment of liberal measures and the abolition of slavery.

1868– The "Revolt of Lares" occurred, but was quickly suppressed. This was an instance of rebellion against Spain.

1869–70– The first political parties were organized– the Conservative and the Liberal Parties.

1873– Slavery was abolished.

1897– In November, by Royal Decree, Spain granted Puerto Rico a very liberal autonomy. The new government was actually inaugurated on February 9, 1898.

1898– The United States declared war on Spain on April 25, and on October 18, United States troops occupied San Juan. On December 10, by the Treaty of Paris, Spain ceded Puerto Rico to the United States.

I should like to add another bit of information pertaining to the ethnological foundations of the Puerto Rican society. During the 18th century, settlement on the island was encouraged by a sort of homestead act, which offered 170 acres to each white immigrant and one half this acreage to free mulattoes and Negroes, provided they accepted the Catholic faith and pledged

allegiance to the Spanish crown. Population began to rise rapidly. Immigrants came not only from Spain but also from the United States, and from Denmark, Ireland, Portugal, France, Great Britain, and the Netherlands.

I consider it pertinent to the major concern of my topic to refer briefly to the traditional value orientation which the Spaniards incorporated into the Puerto Rican culture. This aspect is brilliantly discussed by Dr. Henry Wells, Professor of Political Science at the University of Pennsylvania, in his book *The Modernization of Puerto Rico*, which is a political study of changing values and institutions in the island.

Among the value premises of the traditional culture, Dr. Wells mentions four which he considers of utmost importance in the understanding of Puerto Rican culture and politics in the nineteenth century; namely, fatalism, ascription, personalism, and male superiority.

Fatalism is the belief that life is shaped by forces beyond human control. Ascription is the belief that one's place in the social ladder depends mainly on the stratum to which birth consigns one. Personalism is the belief that the human being as such has intrinsic worth or integrity. It also means that one's own individuality entitles one to the respect of others and viceversa. And male superiority is the belief that men are inherently superior to women.

Dr. Wells points out certain values associated with the previously mentioned value premises. These are *respect*—which stems out from one's innate worth, *dignity* (dignidad), which refers to self—respect; *power*, which refers to an addiction to strong leaders; *affection* which refers to the sense of friendship and understanding among one's intimate friends and family, including those bound by ties of ceremonial co-parenthood (compadrazgo), the limited number of others with whom one has developed a pure and simple friendship, and those superiors who perform their roles in a nice and gentle manner; *rectitude*, which refers to the emphasis on the highly valued norms of personal conduct, and the *welfare values*, which refer to the categories of wealth, well-being, skill, and enlightenment. The welfare values did not receive the high degree of emphasis given to the deference values previously listed, because the great mass of people realized that they were not easily attainable and so they were too remote to put much effort toward acquiring them. Obviously, that was not the case of the elite.

Finally Dr. Wells refers to the four styles of action which correspond to the value premises and to the ends and means of action already discussed. These styles of action are *personal contact* (conducting affairs on a person to person basis); *masculinity* (acting as a man with aggressiveness, virility, courage, self confidence, daring, and self assertiveness); *individuality* (preserving one's uniqueness and self identity); and *humanism* (capacity for idealism or high moral purpose, for abstract speculation, for artistic creativity, and deep feeling and emotion). As you might notice, this style of action means that traditional hispanic culture is humanistic in orientation rather than scientific, esthetic rather than materialistic, idealistic instead of practical.

The American Regime

As was mentioned before, as a result of the Spanish-American War of 1898, Puerto Rico was ceded to the United States by the Treaty of Paris. This historical event meant the incorporation of a new ethnic and cultural factor into Puerto Rican society.

At the time of the change of regime 77.3 per cent of the Puerto Ricans were illiterate. There were few schools either public or private. A public school system was established along continental lines. Along with the efforts on the educational level, the Americans introduced their own techniques and methods in all realms of life. This included the teaching of the English language, religious freedom, political and government organization, economic policies and others.

For the sake of brevity I will point out only a few of the many significant dates in the history of the island during the American era.

1900— Congress passed the Foraker Act re-establishing Civil Government in Puerto Rico. Puerto Ricans were not given American citizenship, but were declared citizens of Puerto Rico entitled to the protection of the United States. Also the Puerto Ricans could retain the Spanish citizenship if they wanted.

1917— The Jones Act (the second Organic Act of Puerto Rico) was passed by the U. S. Congress which made Puerto Ricans citizens of the United States.

1924— The School of Tropical Medicine was founded.

1933— The Federal Government extended the program of the Federal Emergency Relief Administration to Puerto Rico. Here in Puerto Rico this program was known as the Puerto Rico Emergency Relief Administration.

1935— The Puerto Rico Reconstruction Administration was established.

1937— U. S. Congress passed the United States Sugar Act regulating the sugar industry and establishing quotas.

1940— The Supreme Court of the United States upheld the "500 Acre Law"which limited the corporate land ownership or control to 500 acres. A new political party, the Popular Democratic Party, pledged to a program of land reform and of industrialization, won the election in Puerto Rico. This party repeated its electoral victories till the election of 1968.

1941— The United States declared war on Germany and Japan. Efforts to fortify the island were intensified and many Puerto Ricans enlisted as volunteers in the U. S. Army. New quasi-public agencies were established to carry on the program of the Popular Democratic Party: the Insular Minimum Wage Board, the In-

dustrial Development Company, the Industrial Development Bank and others.

1946– Mr. Jesús T. Piñero became the first native born Governor of Puerto Rico appointed by the President of the United States.

1948– Mr. Luis Muñoz Marín became the first elected governor of Puerto Rico.

1952– The Commonwealth of Puerto Rico was inaugurated providing a greater autonomy in internal affairs of the island.

1966– A new law to reorganize the University of Puerto Rico was approved by the Insular Legislature.

1968– A new political party, the New Progressive Party, pledged to statehood and the socio-economic advancement of the island, won the election, Mr. Luis A. Ferré, president of the party, was elected governor.

And now let us go back to Dr. Wells study on the modernization of Puerto Rico to see how he visualized the new value system incorporated in Puerto Rican culture by the Americans.

The value premises of modern American culture are the belief that nature is intelligible and manageable, the belief in progress, the belief that in the last analysis man is the master of his own destiny, and the belief in equality.

Among desirable ends and means of action, it is the welfare values, rather than the deference values that have been dominant in American culture. Consequently, wealth, economic security, and personal independence are very highly desired.

In addition to the information on the ethnic composition of the island, I would like to say that more recently there has been an influx of Cubans and citizens of the Dominican Republic. According to the statistics offered by Mr. Dominic T. Longo, Director of the Immigration Bureau in San Juan, last year (1969) a total of 47,167 aliens were registered. The leading countries were as follows: Cuba 26,807; Dominican Republic 9,645; Spain 2,760; Colombia 1,065; Venezuela 531; United Kingdom 493; Mexico 381; Haiti 381; Panama 349; Germany 337; Jordan 326; France 268; Canada 254; Holland 211; and Ireland 19. This list does not include other aliens who have entered the island in very small numbers. About 2,000 aliens failed to register in the Bureau for one reason or another.

It is interesting to note the lack of tension surrounding racial problems in Puerto Rico. Although racial prejudice exists –and nobody can deny it– its existence is in a much milder and less conspicuous manifestation than on the mainland United States, South Africa and other places, where there is a high degree of tension between the races. It could be said that there is more discrimination on the basis of class or economic standing than on race or color.

TWO STUDIES OF PUERTO RICAN SUBCULTURES

I should like to refer to two studies of Puerto Rican subcultures. The first is entitled, *Growing Up and Its Price in Three Puerto Rican Subcultures.* This study was conducted by Kathleen L. Wolf, a psychiatric social worker. The underlying hypothesis of the study is that in spite of the fairly uniform cultural tradition there is no such thing as a uniform Puerto Rican personality trait. Moreover, that although similar traits may occur in three groups, their function may be very different in terms of the personality characteristics of each group.

The three groups studied by Mrs. Wolf were a group of rural farmers, a group of sugar workers, and a middle class group in a small town. The area of the small farmers is called *Manicaboa,* that of the sugar workers is *Poyal,* and that of the middle class group is called *San José.*

In line with the purpose of my topic of discussion, I shall limit myself to point up the major findings pertaining to child training.

In Manicaboa when the woman becomes pregnant she tells her husband, who casually informs friends and neighbors. Little is done to prepare for the coming baby and the mother continues to work as usual. When the baby is born, usually by the help of a local midwife, female relatives will help in the cooking, washing, and caring for husband and children as long as necessary.

These female relatives will be important as mother-figures in the child's early life, as they will come again when a new baby is born.

The actual feeding pattern of the child may be irregular and the mother worries little about the problem of toilet training.

Although the child in his early years is largely the mother's responsibility, its relationship with the father is affectionate.

The frustration experienced by the child when a new baby takes his place in the family is compensated by the increasingly active role permitted him in the family unit. In this respect he is allowed to make explorations around the house and to play with working tools.

Boys and girls at the age of tive or six are supposed to help in the home, but with differential roles. For example, the girl sweeps the floor and washes the dishes while the boy runs errands to the store. At the age of seven or eight the boy helps the father with some tasks in the field.

There are no special periods set aside for leisure; children take advantage of any occasion to play among themselves in the family unit or with classmates. Other recreational opportunities come on religious holidays and in the games they learn at school.

The children are sent to school at the age of six, but school attendance is erratic. Absences are rather frequent among them and there are many drop outs.

The father is the undisputed head of the household, but his authority is based on his role as the director of the family resources and labor; so he does not resort to violence in order to assert himself, and corporal punishment of children or wife beating is rare in Manicaboa.

The children in Manicaboa get information about birth, maturation, reproduction, and death through the direct observation of these events in the farm animals and through glimpses of sexual relationships between their parents due to the lack of privacy in their homes. However, sex as such is not a topic of discussion with their children by the parents.

The family in Poyal, the community of sugar cane workers, is characterized by a more diffuse distribution of authority than in Manicaboa. The reason for this may be the fact that in Poyal there is no great pressure to bear sons who will work on the land without payment of wages. Also the man in Poyal is not irreplaceable in the life of his dependents as in Manicaboa, for any grown up boy can look for a wage earning job and become independent.

There is a similarity between Poyal and Manicaboa in the woman's lack of preparation for the birth of a child and in the attitudes toward toilet training and eating habits.

The child in Poyal gets used to more noise than the one in Manicaboa because there is more visiting among neighbors. The community plays a more vital part in the raising of the child because of the close kin ties among many homes which are located close together.

The father in Poyal assumes more responsibility for the care of his children and spends more time with them than in Manicaboa.

There is more breaking of marriages in Poyal than in Manicaboa and when this happens the children usually remain with the mother or the mother's family.

The custom of foster-child (hijo de crianza) is more frequent in Poyal than in Manicaboa where children represent an economic value to their family.

In Poyal sexual matters are referred to by men and women with considerable more freedom than in Manicaboa; however, sex is de-emphasized from the age of five on.

Like in Manicaboa, boys and girls perform a series of tasks in the home, but differentiated on the basis of their sex.

Sibling rivalry appears in Poyal as in Manicaboa, but as the relationships to parents tend to be more diluted in Poyal, the sibling rivalry tends to be less intense.

There is more opportunity for the development of individual autonomy in Poyal than in Manicaboa. This is due to the difference of intensity of parent-child relationships and to the performance of more identical tasks by the men than in Manicaboa, where relations in the community are more ruled by considerations of property or parental power.

In the San José middle class group there is much more preparation for the birth of a new child than in Manicaboa and Poyal, like regular check-ups by a pediatrician. After a month or two, the mother often replaces breast feeding with bottle feeding, and some of them use bottle feeding from the start. (In Manicaboa and Poyal breast feeding is usually done until another child is on the way).

The child in San José is fed by his mother and often by a nursemaid, following a prescribed pattern. This contrasts with the irregularity of the feeding habits in the other subcultures. There is also contrast in the degree of independence allowed to the child; while in Manicaboa and Poyal the children at an early age handle tools and help around the house; the children in San José are under constant supervision of the mother or nursemaid. An effort is made to control any sign of anger or discomfort by the child by kissing and cuddling. So the maintenance of dependence of the child in the middle class group shows a fundamental difference from the customs of the other two groups.

There is a sort of contradiction in the child training by the nursemaid in these middle class families. The contradiction stems from the fact that the nursemaid usually comes from a subculture like Manicaboa and Poyal, which means that she will probably project her own family patterns in the caring of the child. For example, she will not care so much about feeding habits, toilet training, and child cleanliness.

The grandmother plays an important role in the child's life in this group. In some cases there is a clash between the grandmother rearing patterns and that of her daughter; there is even the possibility of jealousy over the child's allegiance to one or another. This could happen also between the mother and the nursemaid. Obviously these multiple mother patterns may produce some sort of insecurity in the child.

In this group the mother puts emphasis on the cleanliness of her child and the wearing of good clothes, which is in turn associated with social approval.

Cultural change has decreased the male dominance and increased the female autonomy in this group.

Education holds a very high premium for these families. This is considered the way of qualifying their children for the occupations which make them middle class people.

The second study to which I refer is entitled, *A study of Rural Puerto Rican Boys from Agricultural and Factory Workers.* This study was conducted by Dr. Paul Mussen, a psychologist from the University of California. His theoretical problem was to see "the effects of the father being mostly at home and available to the boy at all time, as in agricultural families, as contrasted with the same kind of background, but where the father is away from home

at least part of the day, as in the factory workers' family". The specific concerns of Dr. Mussen were as follows:

1. What differences, if any, are there in the child rearing practices of agricultural and factory workers; in their values and attitudes toward their children's education; in their own goals and the goals they have for their children?
2. How do factory workers' children differ from farmers' children in personality characteristics, self-concepts, values, motives, attitudes, goals, and ambitions?
3. Are there differences in their attitudes toward themselves, their parents, toward school, and toward the future? What kind of outlooks toward the future do they have?

The methodology applied to this study could be summarized as follows: A case study of 29 agricultural workers' sons and 33 factory workers' sons 9 to 13 years old from intact families in which the mother was at home and not working outside the home. The groups were matched in as many socio-economic and demographic factors as possible so as to isolate the effects of factory versus agricultural ways of life. Based on schooling of the fathers the groups were subdivided into three categories:

a. factory educated workers with four or more years of formal education.
b. factory uneducated workers with under four years of formal education.
c. agricultural workers who were mostly uneducated.

A brief statement of the major findings of the study:

1. The children of the educated factory parents seemed to be better off psychologically in that they seemed free of personality conflicts. They manifested a high degree of achievement motivation and a desire to work for goals of social value and to make money. This group of children seemed to have closer relationships to their fathers than those of other groups. These boys were given more responsibility in the home to help in housework than the other groups. The fathers were more permissive and responsive to their children's needs.

2. The boys from the agricultural families appeared to be a rather passive group with no optimistic view of the future and did not seem particularly socially oriented. They showed low levels of aspirations. The fathers of this group maintained a very authoritarian attitude toward their children and were rated low in their degree of expression of affection toward their children. The fathers wanted to maintain their children in school as a way of escaping from the frustrations inherent in agricultural work. In spite of the authoritarian system used in child training these families revealed a traditional quality of family solidarity.

3. The children of the uneducated factory fathers presented a confused picture of traditional and modern values. They did not seem to have been

able to reconcile the new factory ways of life with the maintenance of traditional values. The fathers expressed more affection toward their sons than the agricultural fathers but they handled corporal punishment more often than the mothers. Both mothers and fathers stressed obedience and conformity. The boys of this group did not show a high need of achievement. Apparently their attendance at school was more the result of the pressure for conformity exerted upon them.

The following findings about the Puerto Rican child, culture and society are selected from other studies:

According to Landy's *Tropical Childhood,* Puerto Rican mothers are more restrictive about the behavior of their children within the family and in the community than mainland mothers, and they put a much greater emphasis on obedience by their children and use more corporal punishment to enforce their demands than continental mothers.

The purpose of this study was to explore and discuss the process of socialization or cultural transmission through generations within the cultural and social context of a rural Puerto Rican village and to compare child training and child behavior in this predominant lower class with that of two New England groups characterized as upper lower and upper middle class for which comparable data was available.

The Puerto Rican personality type is undergoing changes that are likely to have major repercussions both upon itself and upon the culture as a whole, according to Dr. Theodore Brameld in his study titled *The Remaking of a Culture.* He also states that the positive traits in the Puerto Rican personality outweigh the negative traits. In the negative side the strongest rate of consensus is centered in the view that the typical Puerto Rican is defensive, a trait that compels him to be on guard against people he regards as of higher status than himself. Other traits related to defensiveness are suspiciousness and sensitiveness to criticism. On the positive side the most frequently stressed quality is hospitality with its supporting traits-charity, generosity (even amidst adversity), solidarity and friendliness.

According to Oscar Lewis' *La Vida,* a study of a Puerto Rican family in the culture of poverty, in spite of the presence of considerable pathology, the Ríos family showed fortitude, vitality, and ability to cope with problems which would paralyze middle class individuals.

Let us consider some major socio-economic changes which are taking place in Puerto Rico.

Puerto Rico is an outstanding example of a rapidly modernizing society where the old and traditional patterns of behavior are being challenged by new ideas, approaches, and values in all the spheres of life. Out of the multitude of changes taking place, I should like to refer briefly to three of them: the transition from an agrarian to an industrial society; the geographic and social mobility; and the changing patterns in family life.

TRANSITION FROM AN AGRARIAN TO AN INDUSTRIAL SOCIETY

Since the fiscal year 1954-55 the gross national income from manufacturing has surpassed the income from agriculture. This trend toward industrialization has injected into Puerto Rican society many of the positive and negative characteristics of any industrialized society in the world. On the positive side I could mention the increase in per capita income. The gross per capita income in current dollars was $154 in 1940 and in 1969 it was recorded as $1,489 (the net per capita income in current dollars was $121 in 1940 and $1,234 in 1969). I can also mention as a positive concomitant of industrialization in Puerto Rico the general improvement in its standard of living as revealed by the selected indices of social and economic progress computed by the Bureau of Economic and Social Analysis of the Puerto Rican Planning Board. Let me cite three of those indices.

1. Total enrolment at the University of Puerto Rico

1940——4,987	1960——18,223
1950——11,348	1969——34,441

2. Death rate per 1,000 population

1940——18.4	1960——6.7
1950——9.9	1969——6.2

3. Life expectancy

1940——46 years	1960——69 years
1950——61 years	1969——70 years

There are many more indices in the official report but I would not like to tire you with statistical facts.

But industrialization has brought negative by-products such as air and water pollution; a marked trend among the people toward a materialistic culture and conspicuous consumption beyond their current income; decrease in the agricultural production; and a high rate of unemployment while there are many unfilled jobs. This paradox is created by the failure of the educational system to provide technical and vocational education in the quality and magnitude required by the application of science and technology to industry.

Geographic and social mobilty

In this respect I will refer to the internal migration from the rural to the urban areas; the external migration mainly from Puerto Rico to the United States; and the changes in the social stratification.

In Puerto Rico there has been a constant exodus of the rural population to the urban areas. To illustrate this point let me tell you that the first reliable census taken in 1899, during the period of American military

government, classified less than 15 per cent of the 953,000 inhabitants as urban. At present, not knowing yet the official breakdown of the 1970 census, it is estimated more or less 50 per cent rural and 50 per cent urban. My prediction is that the rural to urban movement will keep its upward trend unless there is some sort of aggressive and dynamic program aimed at the improvement of living conditions in the rural population in all respects, and mainly in the betterment of agriculture as a source of income.

Rural people move to the urban zones mainly motivated by the possibility of getting better jobs and with the expectation of taking advantage of the services and facilites available to city people. Unfortunately, for many of these country people, life in the city has been a source of frustration and disillusion and for many the beginning of social deviation. But why social deviation? Reviewing your knowledge of sociology you know that rural life is characterized by direct, face to face, personal relations whereby social control is exerted more through their social group than through legal, formal, and external controls as is the case of the big cities. So, when a person moves from the country to the city, he is entering into the realm of secondary relations where he will feel "lonely in the crowd", that is, a feeling of anonymity. Those who brought with them a system of internal controls acquired in the rural life will be law-abiding and respectable citizens, but those who have not acquired these controls may not have much chance to get them in the city and may become social deviants.

Concerning the external migration of Puerto Ricans to the United States I will limit myself to mention only that this social phenomenon accounts for more than a million Puerto Ricans of first and second generation who are living in the United States. Another interesting fact is that more than a million of our present Puerto Rican population have lived at least a year in the States. As to the positive and negative sides of this migration, it could be a topic for another conference. By the way, I should mention that presently there is evidence of a reverse trend whereby in – coming Puerto Ricans – or at least passenger arrivals – are higher than passenger departures. In 1969 the arrivals were 2,112,264 while the departures were 2,105,217; that is 7,047 more arrivals than departures.

A study of social class and social change in Puerto Rico by Melvin Tumin and Arnold S. Feldman shows that Puerto Ricans define social class by means of the criteria ordinarily used in most other class-stratified societies: income, occupation, educaton, wealth, and style of life. Race, family outlook on life, common prestige and common association were considered less important as primary criteria of class. Tumin and Feldman also found that in general, the higher the education, the greater the percentage of people found in the occupations of more prestige, skill, and pay and viceversa. Also the more years of school completed, the more urban the residence; and the higher the income of the father the more favorable is his view of education in gen-

eral, the more important is schooling in his judgment, and the higher the number of years of school he feels he can afford for his children.

Based on the educational categories which Tumin and Feldman used to define a three class system, the stratification structure in Puerto Rico in 1959 was as folows:

Upper class– 3 to 9 per cent of the population (more than 12 years of schooling)

Middle class– 25 to 33 per cent (from 5 to 12 years of schooling)

Lower class– 66 per cent (from 1 to 4 years of schooling)

There is a high degree of social mobility in Puerto Rico with a conspicuous evidence of an emerging, dynamic and increasing middle class.

Changing patterns in family life

The family in Puerto Rico is receiving the direct impact of the socio-economic changes which are taking place in society. Although we can find all types of family units on the island, from the most traditionally oriented to the most modern types, undoubtedly the trend is toward a change which can be summarized as follows:

1. From a patriarchal toward a biarchal system where there is a sharing of powers between husband and wife.

2. From an extended family structure toward a nuclear type with a marked independence from aunts, uncles, cousins and in-laws.

3. From an authoritarian climate to a more democratic climate within the family, where relationships between children and parents are generally characterized by mutual understanding, confidence, love, and respect.

4. From a taboo approach toward discussion of sex to more frankness and communication on this topic.

5. From favorable but non-militant attitude toward the education of the children toward an attitude of putting a high premium on formal education as a way of moving up in social status.

6. From the traditional large family units toward a reduction in size through practices of birth control.

7. From a high number of consensual marriage and children born out of wedlock toward an increase in legal marriages and a reduction of the percentage of children born out of wedlock.

8. On the other hand there is evidence of family tensions such as the conflict arising from the differences in cultural perspectives between the old and the young generations; the anxieties produced by the unfulfilled high aspirations of many parents for their children; the insecurity generated by the

often conflicting patterns of behavior in modern life; the persistence of the double standard of morality whereby chastity and fidelity is expected from the woman but a more "liberal" attitude toward the extra marital affairs of men; and the weak foundations of many impulsive marriages where there is a lack of ethical and spiritual orientation.

Five pedagogical implications of what I have said

1. The curriculum for the teaching of Puerto Rican children on the mainland should be founded on the principle of cultural pluralism rather than on the old style, obsolete, and discredited "melting pot" principle.

2. A corollary of this statement is that teachers of Puerto Rican children on the mainland should make the maximum utilization of content material about Puerto Rican history and culture.

3. Puerto Ricans show close family ties– so it is of utmost importance to involve Puerto Rican parents in the school program.

4. Puerto Ricans are not used to the conspicuous and overt discrimination on the basis of race and color; consequently, the schools on the mainland should provide for the prevention of such traumatic experiences of discrimination and rejection.

5. Many of the Puerto Rican children in the schools of the mainland may show symptoms of social maladjustment on account of the disruption of the traditional family ties and the discrimination that they might encounter. Therefore, the schools should do all they can to bolster their self image and provide opportunities for affective relationships.

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DR. CARMEN SYLVIA GARCÍA

I have been invited to share with you some areas of what I have learned about the situation of the Puerto Rican migrants in the United States. This learning process took place through an intensive study of the history of the Puerto Rican migration to the United States, my own experience as a Puerto Rican on the mainland, the direct contacts and the study of first hand observations of Puerto Ricans living in New Haven, New York, New Jersey and Philadelphia. My main interest has been directed to the study and understanding of the process of adjusting to the American way of life of a group of Puerto Ricans who had gone to the United States looking for better opportunities; but are having difficulties not only because they are newcomers, but because many of them have limitations in the areas of education, working skills, knowledge of English and understanding of the behavior, reactions and cultural background of the people that surround them. Throughout this paper I will be referring myself to this segment of the Puerto Rican population living in different areas of the United States.

While I was planning the organization of this paper, I thought if I could describe one of the experiences I had with Puerto Ricans in Philadelphia and quote some of their spoken words, it would represent a direct message from them.

One day, on my way to the Puerto Rican community in Philadelphia, where I was working on an anthropological study, a group of boys lingering on a street corner caught my attention. Their ages varied between ten and eighteen years. They were sitting somewhat scattered around a small area; some propped on the edge of the sidewalk, others on the stairway, a couple reclining on the building wall. All were looking at a distance or just playing with their hands; not looking at each other, as one expects of persons talking among themselves, but the expression on their faces instantly interested my curiosity. I got the impression something worried them. They seemed to be thinking aloud without expecting an answer or comment to what each said.

As I approached the group, their talking became loud enough to be heard at a distance. (In the United States, people use the adjectives "loud" and "noisy" as descriptive of the Puerto Ricans. Even the Puerto Ricans, themselves joke about it, but with some bitterness. Some American-born use the phrase as a way of insulting and degrading the members of the group).

Upon reaching the group of Puerto Rican boys, I overheard one of them saying "here we are not worth a penny, we are less than a Black... they teach us to kill rats but what they do not teach us is how to kill people". I immediately stopped to see if I could get the full meaning of these words. The boys did not hesitate to relate their feelings to me.

They were talking about an incident which occured the night before. A member of another minority waited in the darkest section of the neighborhood and killed a Puerto Rican as he returned home from work. The boys

felt that the city police "did nothing about the situation" simply because the victim was a Puerto Rican. (Later I learned the murderer was angry because he was not hired for the same job that was given to the Puerto Rican, although he was asking for a lower salary).

Discovering that I knew some of the boys, it was easier to get involved in their conversation. What was said was not as important as the feelings each of their words conveyed. At times the boys were so serious that they appeared older and more mature for their ages. This situation was characterized by a combination of sadness and some bitterness.

In general, these boys, as well as other members of the Puerto Rican community felt they were rejected in the United States; that nobody wanted to help them or was interested in their problems and welfare.

One of the boys remarked, "What do we expect? After all, we are intruders. We are not from here. They want us to go back to Puerto Rico. Who would care?".

Another boy added, "My sister says an agency worker told her that we Puerto Ricans should go back to Puerto Rico because we create more problems in the United States. If we want to return to Puerto Rico, Public Welfare would prefer to give us money for the tickets". I mentioned that I knew many agencies trying to help the Puerto Ricans in Philadelphia. One boy stared at me for a while, then said: "Who would believe that? There are many persons working in the agencies, but you can never see what they have actually done. My mother was saying the other day to a neighbor that she went to one of those agencies and after waiting a long time, nobody helped her. A receptionist insulted her because she could not explain her problem in English".

The youngest member of the group commented: "I know this thing, my father does not work and he receives a check twice a month. I will do like him; there is no need to study or to work".

For the first time I heard some laughter. Another boy smiling and pinching the younger one, said, "he has been here long enough to know all the tricks".

We continued talking about how their families came to the United States, the way they lived and how they felt about Philadelphia. The majority of the group agreed their families were planning to live forever in the United States. (This was contrary to the ones in New Haven and New Jersey, who said that some day they would return to Puerto Rico).

The boys commented that they had heard the situation of the poor in Puerto Rico was worse than in Philadelphia. Those in Puerto Rico did not have hot water, refrigerators, electric stoves or other common facilities furnished in an apartment or home in the United States. There they received more economic aid, such as work compensation and public assistance. One of the boys added; "I heard my father say that he does not work during the winter and he receives a monthly check".

One who seemed to be giving some serious thought to what we were discussing said: "If I were to go to Puerto Rico, I would not know anybody or any place". He then added his sister had told him about her visiting relatives in Puerto Rico. She found she was eager to return to Philadelphia; the Puerto Rican rural areas were boring. While in Puerto Rico, she did not know where to go or what to do.

Concerning their family arrangements to come to the United States, most of these boys' fathers were the first to come to the mainland, usually as workers in the New Jersey tomato camps. Some of them finished their contracts, but others deserted the camps and came to Philadelphia. After finding jobs and knowing their community, they sent for the rest of the family. (This is a pattern usually observed in the Puerto Rican migration to the United States). On the arrival of some families in the city, they lived in very small apartments located in the Puerto Rican community; others lived with Puerto Rican friends or relatives until they worked out more permanent arrangements.

One of the older boys said many of the Puerto Rican youngsters in the United States felt as though they were "floating in the air". He stated that many of them came to the United States as babies and others were born on the mainland. As a result, they felt confused. They did not know about Puerto Rico or enough of the United States. They lived in an area where Puerto Rican customs and values prevailed, everyone expressing himself mainly in Spanish. Their knowledge of Puerto Rico was what they heard strictly from Puerto Rican relatives and friends, who like themselves had limited knowledge concerning Puerto Rico and its history. Many of the boys had never visited the island. As to American culture and Americans, they only knew what they were taught in school, plus their relations with teachers and other classmates. In conflict with these teachings, they heard at the same time other ideas their parents expressed about Americans and the city. Sometimes there were contradictions between what they saw the American born did and what their parents told them to do and to believe. They became confussed and asked themselves what is the right thing to do.

They further explained how they saw American girls going out with more freedom, doing what they wanted to do and American boys behaving in a very independent way. These young Americans were allowed to have their own apartments, to live alone and to make their own decisions. If a young Puerto Rican boy tried to do the same, his parents would say this was wrong and would administer punishment. He had to ask for permission to go out and he was not permitted to return home late. He should continue living with his parents until adulthood, and until then, strict supervision was given to all activities.

In reference to Puerto Rican girls, one boy spoke of his sister. When she was accompanied by a boy to a party, she needed a chaperone and always had to be home early. Their parents would never let her go out with friends

they themselves did not know. Spending a weekend with friends was never allowed. A girl would also be punished if caught holding hands with a boy who was not her official boyfriend. If a boy visited a girl often, the parents considered the couple engaged.

One of the boys said he did not like to go out with Puerto Rican girls because they were too formal and serious. He added that when a boy wanted to go out with one of them, he had to go to her house for permission and get the approval of her father. He was told to return home early and usually the girl's chaperone accompanied them. The boy found this boring and lacking in excitement.

The boy who began this topic of discussion said they did not know how to identify themselves. "Should we say we are Americans or should we identify ourselves as Puerto Ricans?" He said they were not sure. Their relatives insisted they had the same rights as Americans, but Americans insisted they were Puerto Ricans. Since they did not relate often with the American born, they ignored their rights and duties. They never had visited the center of the city. They did not venture this far because parents told them they were not accepted, and if anything wrong happened they could be blamed and taken to jail.

In general, these boys gave the impression that they had been taught to be suspicious, to distrust others, even their own Puerto Ricans moving up in the socio-economic scale. "If one of them does something for you, he expects something in exchange". I observed that the Puerto Ricans moving up in the social scale usually tried to move out of the Puerto Rican community and speak English. Some of them told me that they preferred not to be identified as Puerto Ricans.

My conversation with these Puerto Rican boys, in many aspects, was a reflection of what I heard constantly from various members of the Puerto Rican communities in New Haven, New Jersey, New York and Philadelphia. They pointed out some characteristic feelings of the group all of you are trying to help. At this point one could ask why they feel that way when so many people are trying to help them. May be the answer is that it is not what is given but how it is given. In other words, if their feelings are ignored, they are not considered in the helping process and a positive relationship is impossible.

As a result of this, the question to be answered is: How do we get a better and more effective approach in making an adequate educational program available for the Puerto Rican children in the United States? This is in the process of being answered. My everyday experience in the United States shows there are stumbling blocks that interfere in the free interaction between the ones in need of education and the ones willing to offer it.

For the last decade, educators, scientists and the majority of the American community on the mainland have been raising questions about the Puerto

Rican members of its population with whom they share part of their life. On the other hand, most of the Puerto Ricans living there are asking themselves about their host neighbors, whom many times they do not understand and in many ways feel mistreated and rejected by them.

It has been my experience that when somebody talks of misunderstanding in relation to Puerto Ricans and the American born, there is a tendency to put emphasis on the language barrier. It is an important aspect to be considered, but there are other elements in this process of communication that seem more important and meaningful.

As educators all of you possess the knowledge needed to play your role effectively and to meet your profession and job expectations; but something more is needed to reach groups like the Puerto Ricans living in the United States. I am sure you are here trying to identify that something. To know and to understand the people we are teaching is a very important aspect in the teaching process. Education is a human affair and it takes place in the interaction of two human beings, the teacher and the student. As you know each one brings to this process elements related to his culture, society and family which affect, condition, and permeate his reactions and behavior toward the learning process. To know the persons to be educated, their values, morals, and cultural background is as important as knowing the material to be taught. It has been my experience that when the educator knows his student as a member of a culture, he will communicate better, stimulate learning and interest in assimilating and using what is learned.

In your interaction with your Puerto Rican students you should recall of the experience previously told, that Puerto Ricans in the United States are suspicious, feel rejected, and not all of them trust the American born. They have a poor self image, are confused about their identity and do not accept other minority groups, considering themselves attacked by them. They feel rejected by minority groups, judged by other Puerto Ricans, criticized by Latin Americans and ignored by American born whites, whom they consider indifferent.

Conscious of the Puerto Rican limitations in trying to adjust themselves to a different culture, different social institutions and agencies, among them, the school, have been planning, organizing and implementing different services directed to help them, only to encounter problems in reaching members of the group. The impossibility to find the best way to deal with the situation has created a sense of frustration, not only among the Puerto Ricans, but also among the ones who, like you, are offering help and are interested in the general welfare of these groups.

To illustrate a little more effectively what a Puerto Rican visiting a Public Welfare agency might encounter, I would like to tell you of my own little experiment.

One of my professors at the University of Pennsylvania suggested, as an

experiment, that I go to a Public Welfare agency to seek information concerning the services available. I was not to reveal my educational background, but to appear as a Puerto Rican looking for information, orientation and guidance.

My first encounter was with the receptionist, an American lady who greeted me somewhat coldly. Her attitude revealed that she had more important matters to attend to other than helping me. After inquiring for some information she abruptly told me to wait. She then proceeded to read some forms and then carried on a conversation with another employee at the next desk. After a while she returned stating that I should go to the second floor to another section. After explaining the same thing on the second floor, I was then referred to another section. This same routine continued for a period of four hours of being shifted from person to person. By closing time, I was exhausted and had to leave without any definite information or a sense of accomplishment.

The next day I repeated my ordeal to my Professor with slight rage, as I felt that this was, no doubt, what an average Puerto Rican must have to endure when seeking aid from this agency. No wonder they become disgusted and refuse to return.

I then returned to the agency, this time in a different way. At first, encoutering the same receptionist, I was greeted in much the same way as the day before. She was quite shocked and her attitude changed completely after I told her my name, educational background and the specific person I wished to see. I presented a letter signed by the agency Director inviting me to come to the agency. Her response was quite prompt and I was ushered directly into the Director's office.

My experiment was explained to the Director, who in turn accepted it as a fact, but showed a little embarrassment at the outcome. She said they were trying to deal with the situation, offering orientation to all the personnel on how to relate to the Puerto Ricans coming to the agency and hiring more Puerto Rican workers. She accepted that there was a lack of understanding of the group's feelings, needs, and behavior.

My experiment seems to prove that some workers and professionals must have more knowledge of the Puerto Rican cultural background, their feelings, fears, and needs as well as more understanding of their own feelings and reactions toward members of this group. The professional attitudes and behavior are, at times, a deciding factor as to whether the Puerto Rican will return to the agency for assistance. This experiment demonstrates some of the elements that are blocking a productive interaction between the ones in need and the ones responsible for giving it.

It is my opinion that when professionals are assigned to work with the Puerto Ricans in the United States, no matter whether they are American born, Latin Americans, or Puerto Ricans, first, they should ask themselves some questions: How do I feel toward the Puerto Ricans? What are my ideas

and knowledge about them? Am I genuinely interested in trying to understand and help them? Unclear feelings and ideas hinder the readiness and understanding needed to establish a helping relationship. Many stereotype ideas are influencing the interaction taking place between the Puerto Rican and the American born. Ignorance and lack of understanding are separating the Puerto Rican migrants from the rest of the American community and vice-versa.

I often observed the tendency to judge everyone in the minority groups with the stereotyped criteria and ideas prevailing in the community. This is another element that makes interaction and understanding very difficult. To expect of a Puerto Rican what you expect from another minority group member is a misjudgement. Every member of a culture and every human being is unique, has his own characteristics, feelings and behavior as well as his own limitations and potentials. It is important to realize this if one is really interested in helping. If a person feels he is rejected, not loved, judged and criticized, he is not ready to get involved in a process of learning. He is so emotionally involved that we should connect, first, with his emotions and feelings, and then with his problematic situation.

You know better than I do, that in the learning process, children should be prepared to learn. Taking in consideration what I have already said, do you think all the Puerto Rican children in the United States are ready to participate in the learning process? As they themselves expressed in the experience mentioned previously, they have ideas and feelings that create stumbling blocks in the process.

While I was in the United States, many times I heard teachers talking about the way Puerto Rican parents and children reacted toward the discussion of certain topics in the classroom. More than that, they did not seem interested in the classes and were frequently absent. On the other hand, I heard Puerto Rican parents and children saying there was something wrong with the American educational system. Some children felt somewhat uncomfortable in the classroom. This was caused by discussion about sex, the use of pills, planned families, etc. Sex is taboo as a topic of conversation in these Puerto Rican families. Most of these Puerto Ricans have large families and they consider their children their wealth. If they should discuss the topic, the man considers this is the woman's affair. Sex should not be discussed with the children.

The Puerto Rican parents have reactions to some areas of the school system in specific. They say their children are considered retarded and referred to classes for retarded children because their English is not good enough, or because they do not participate in class. In addition, when intelligence tests are given, the material used is in English and not adapted to their cultural background. As a result Puerto Ricans are downgraded. They say Puerto Rican children have to attend overcrowded schools where the level of education

is low and the methods used to overcome poor achievement are ineffective. In school the children feel rejected by teachers and classmates.

The Puerto Rican parents stated that the lack of good counselors was one of the reasons why a high percentage of the Puerto Rican youths dropped out of school before graduating. When I told them that I knew the school had counselors to help them, they suggested that school officials should come to their homes to explain the importance of school attendance, to talk with them, to familiarize themselves with the Puerto Rican environment and problems. I perceived in their reaction that they feared to be rejected again.

In Philadelphia, there is a high percentage of school drop-outs among Puerto Rican children, including intelligent students. It is a fact that some parents push their offspring into taking jobs to help alleviate the family problems. In addition, some times their many economic problems make it impossible for them to purchase materials needed for educational purposes and the seasonal clothing means extra expenses. The lack of adequate clothing results in frequent absences from school.

Teachers stressed that one main problem for many Puerto Ricans was their inefficiency in English. Since their parents and friends speak Spanish daily, they rarely get a chance to practice their English. Often Puerto Ricans are afraid of expressing themselves in English because schoolmates tend to make fun of their accent and when errors are made. This reaction is humiliating for the Puerto Rican children.

There are some aspects of our cultural background that will give clues of how and why some Puerto Rican children behave and react in ways not clearly understood. In the family life parents are overprotective with their children. Puerto Rican families are extended ones, and function as a unit. The kinship bonds are strong. The father is the dominant figure in the management of the family. He is the provider, the decision maker and the authority in family affairs. A Philadelpha teacher described him as a dictator. The mother is the enforcer of orders and the one in charge of the family internal affairs. Puerto Rican men in the United States are very critical and do not accept the roles played by the American born men and women. They describe the American born male as passive and the American women as too aggressive. Puerto Rican men think their wives are trying to imitate American women. This is one of the reasons why they do not want them to go out of the Puerto Rican community. Puerto Rican parents consider the sex freedom of the boys and girls in the United States immoral and that it is an insult to orient their children on sex relations and in the use of pills.

In the Puerto Rican groups I visited in the United States a man is not welcomed in a Puerto Rican woman's home when her husband is absent. Puerto Rican men are very jealous. If a male worker or teacher visits the woman when the man is outside, she will not express her fears but will appear evasive and shy.

If a teacher wants to discuss some problems or to motivate Puerto Ricans to participate in some activities, first he should direct himself to the man of the family, even if the activity is to be directed to the wife. An example was given to me by a doctor. He was organizing a group activity to orient pregnant women. A nurse visited some Puerto Rican families to explain the purposes of the meeting to the wives and to motivate them to attend. Although they accepted the invitation, none of them attended the meetings. Later it was explained that their husbands refused to authorize them to attend, because the nurse did not discuss it beforehand with them.

I heard some workers and teachers say they could not understand why Puerto Ricans in the United States refused to move to a better neighborhood when it was possible. Because of this Puerto Ricans are described as indifferent, apathetic, negative, and passive. It is a reality that Puerto Ricans in some cities of the United States are not interested in moving out of the Puerto Rican community. This is an expression of their fears and their refusal is a way of protecting themselves. They prefer to continue living in poor housing conditions and neighborhoods where they are near relatives and close to friends. They accept these limitations if it means living in a world which is known to them and where they feel protected by the group from a world they consider hostile. It is a fact that they have constructed their little island within the city.

Another area which creates misjudgements is the frequency of illegal unions among these groups of Puerto Ricans in the United States. Some workers classify this as immoral; but this arrangement is a way to survive in their environment. Quoting what a Puerto Rican woman once told me will give you a clearer explanation. Explaining why she was living with a man without getting married, she said: "He needed somebody to take care of his children and I needed somebody to pay my bills. This was the simplest and only solution in solving both our problems and we are happy".

Frequently Puerto Ricans are criticized for tardiness in not keeping appointments. Puerto Ricans are not time-oriented. That is why they are not on time and do not see this as a sign of indifference. At the same time, they are present-oriented, thus creating problems when they discuss plans with Americans who are basically future-oriented.

Likewise Puerto Ricans are not group-oriented. Some reactions of workers and teachers concerning Puerto Ricans in the United States are due to the fact they do not attend meetings. Most Puerto Ricans dislike having to participate in group activities. Many of them become frustrated and, once again, suspicious. One Puerto Rican woman confided that she did not trust the meetings because "one reveals problems and everybody comes to hear and know about our personal life". They feel their problems are their own and should not be overheard by a large group. They describe the meetings as all talk, with promises made, but no action taken. Others think the professionals are not interested in them, resulting in make believe meetings.

Sometimes Puerto Ricans are misunderstood, since they have so many problems, but refuse to ask for help or consult with counselors and teachers. Here you can see pride. This group of Puerto Ricans dislike sharing their intimate problems with people unknown to them. They prefer to discuss and solve their problems within the family group. The second resource used would be relatives or close friends, perhaps neighbors. Only after these sources fail do they move on to an agency, counselor, or teacher, but they do so with fear and suspicion. They want to prove they do not create problems, they can solve their own problems. This is why they fail to express themselves freely and some times refuse to meet appointments. Puerto Ricans do not openly express aggressiveness and it is very difficult for them to say no. Even if they disagree with workers and teachers, they will not express their feelings, but they will ignore what was said or asked. They share a combination of shyness and fear. These are the reasons why workers or teachers need to be somewhat aggressive in their approach and visit them in their homes. Due to their feelings of being rejected and their low self-esteem, they tend to misinterpret the reactions of others. Once a Puerto Rican felt insulted because a worker gave her a note with her name on a piece of paper while she gave a card to other persons.

Puerto Ricans are very expressive and open in their love and sympathy manifestations. They give a great emphasis to hospitality, which is felt as an obligation and charged with great emotional content. When someone visits their home, they always offer refreshments and feel hurt if the gesture is refused. To them, this can be interpreted as rejection. They love to give presents to people who do things for them. This is their way of expressing gratification. Once I knew a girl who came home crying because her teacher refused to accept a gift.

Teachers point out that they do not understand why Puerto Rican parents fail to improve themselves. They refuse to go to English classes or vocational courses. The parents say that they are more interested in the education of their children rather than themselves. Parents feel that having more education their children would not have the problems this generation is facing in the United States. Many of them are conscious of the need to learn English but they insist on expressing themselves in Spanish in order to maintain their identify as Puerto Ricans.

In addition Puerto Rican adults fail to attend school because adult classes are given in the evenings. This is the time they prefer to remain home with their families. Furthermore, classes are held in areas far away from their homes and husbands are reluctant to have their wives alone late in strange neighborhoods. The man refuses to attend the classes since he is tired after a day of work. Some Puerto Rican men say they do not like adult classes because they are treated like children. One teacher told me that one of the real reasons why Puerto Ricans refused to participate in these classes was that

it was hard for them to accept that they did not know English after being so many years in the States.

These are some of the characteristics of the Puerto Ricans you are trying to teach and to help. These are the ways they feel and react. I want to emphasize that if you want to help them, first you have to look for them, initiate the communication, make it clear that you want to help, accept them as they are, with their potentials and limitations. You are part of the American society they perceive as "cold and indifferent". These ideas can be erased if you attempt to maintain a real warm relationship with them. They are eager to establish this connection, to feel accepted and loved. Up to now, when some of them visit agencies they return home with unexpressed frustrations and a decision never to become involved in a similar experience again.

Many Puerto Ricans in the United States feel programs are planned out for them rather than with them. They do not like others to define their needs and to consider them unable to cope with their situation. They should be helped to define their problems, participate in seeking solutions and planning programs As teachers you could help them to do so. We have to remember that many people in the United States usually emphasize the Puerto Ricans' limitations and seldom recognize their potentialities. Those potentialities should be acknowledged.

In the educational level one has to consider that Puerto Ricans have to learn many things to live in the United States. This is a constant learning process which is not simple for them. People fail to learn unless there is some kind of reward as a consequence of learning. Do the Puerto Ricans have a clear idea about the reward? I am not sure of this. If goals are distant and they cannot see success in attaining these goals, there will be no results.

If you are trying to help the Puerto Rican children, you have to consider that the school program should help to break barriers on all levels of their lives: such as jobs, churches, schools, housing and recreational facilities. No program directed to help the Puerto Ricans in the United States will work until the blocks to understanding, respect, love and equal opportunities are removed.

DR. COLLAZO

Now, ladies and gentlemen, we are ready for questions. Dr. Maunez and Dr. García will be glad to answer any question you may wish to ask.

DR. JOSEPHINE PANE — Rutgers University

I've been listening with great interest to what has been said this morning, and as a teacher of English as a second language, I am interested in the problem which has arisen. I am very aware of the necessity for us as teachers on the mainland to know something about the culture of the Puerto Ricans.

I wonder if the Commonwealth has taken some steps to instruct the Puerto Ricans in our culture and folk ways as well.

In other words, it seems a little bit as if the burden of understanding is being placed only upon us. I wonder if we could not share this responsibility by preparing the Puerto Rican children before they come to us; somewhat at least, so that they could also understand our problems.

DR. GARCÍA

The only thing I can say is that I am not blaming you; this is a two-way problem and I feel that it is important that the American born know about the Puerto Ricans and the Puerto Ricans know about the Anglos. I don't want to give the impression that I am blaming one group; it is a responsibility of both groups. But you are dealing with a group of Puerto Ricans that don't know their own cultural background in many aspects. I think you have presented a challenge to the Commonwealth to do something. No doubt it is our responsibility and we should accept it.

DR. PANE

This is exactly what I wondered, if the Commonwealth was planning to do something like this, because that would help our problem too.

DR. MAUNEZ

I had a very interesting experience. It was on July 15 and 16 when I attended a conference in the Summer Bilingual Institute in Manhattan. As a matter of fact, the principal of that school is here. That was an outstanding example of what should be done in utilizing the cultural background in curriculum development. Mr. Alejandro Rodríguez can make a brief comment on that kind of program. As the other part of the question is what could be done, that is something I hope will come out of this conference, specific suggestions. We can look retrospectively at what has been done, but let us look prospectively.

MRS. DELIA ORTIZ — District 45, New York

I am a Puerto Rican born here in Puerto Rico. At the age of two months I was taken to the States. I feel about Dr. García's speech, that I want to feel a proud Puerto Rican, not a pitiful one, the way it has been discussed here now, as some kind of conflict. I go with the lady that spoke before. If this country is really anxious to do something, let's prepare our people, our Puerto Ricans, when they go to the States, then we should understand each other. Am telling you this as a pure Puerto Rican. Thank you.

MRS. CARMEN PEREZ — Brooklyn

I am Director of a bilingual program. I would like to react to the lady from New Jersey, who wants Puerto Ricans to be prepared to understand the problems of the North Americans. I just want to point out that here in Puerto Rico the children learn the Star Spangled Banner and the pledge of allegiance, and they never learn the Borinqueña. They also learn about Lincoln, Washington, and all of the North American heroes, and Puerto Rican heroes are never discussed.

DR. PASTOR

I would like to answer the last lady that came to the microphone. I want to tell her that here wherever we sing or play the Star Spangled Banner, we also sing and play La Borinqueña. In the schools we no longer have exercises or gatherings which require the singing of national anthems. We teach about the heroes of the nation and Puerto Rico and the great men of the world regardless of nationality.

UNIDENTIFIED SPEAKER

I have a question directed to Dr. Maunez. Apparently from the many things Dr. Maunez told us, I would gather that one of the major disfunctions that have taken place in the mainland, and certainly beginning to take place in Puerto Rico as well, is a kind of institutional and academic racism and class discrimination. I would like you to indicate to us if you believe that it is possible to overcome all of these assumptions without first going to the heart of the problem, which is institutional and academic racism and class discrimination.

DR. MAUNEZ

Frankly speaking, if I were going to say what are the outstanding negative points of the American culture, I mean the United States mainland, it is racial discrimination. I think that any opportunity that could be taken to fight what you call the institutionalized racism, should be taken to the maximum. I insist that there is a basic difference in that respect between this small island of Puerto Rico and the mainland.

One of the basic dangers of a Puerto Rican moving to the States is meeting for the first time this traumatic experience. I agree that there is that kind of institutionalized negative point. I suggest that all efforts be exerted to overcome it.

MRS. MARGARET HENDERSON — Manhattan

I would like to know how to reconcile some of the statements made by Dr. García with those made by Dr. Maunez. Dr. García gave what I con-

sider many stereotyped expectations from Puerto Ricans living in New York City, while Dr. Maunez gave quite a history to show that there is a multiplicity of cultural influences in the Puerto Rican family.

DR. MAUNEZ

As to the part of the question addressed to my dissertation, I'll repeat what I have said. If we look at Puerto Rican history, it is rich in different cultural influences. It is not monolithic. No one can deny that Puerto Rico, four hundred years under the Spanish regime, was under a different cultural influence than the Anglo Saxon influence since the Spanish-American War. In this particular case I have to be consistent with what I have said about cultural pluralism. The other nationalities who have established themselves in Puerto Rico brought their own contributions. What we have here is a nice combination of different cultural influences. We have to look at the positive side of this enrichment. This is why I affirmed that the Puerto Rican personality is not monolithic as to cultural origin, it has received the influence of different ethnic groups and different nationalities and if I were asked if that is an asset or a liability, undoubtedly it's an asset.

UNIDENTIFIED SPEAKER

Dr. Maunez, in speaking about the cultural background of the Puerto Rican child, I just heard you mention four hundred years under Spanish rule, and then the Anglo-Saxon culture since 1898. You have not mentioned about the effect of this on the national personality, or the possibility of being themselves. Could you speak to that?

DR. MAUNEZ

I was thinking of mentioning in my introductory remarks something that I think would be pertinent to say here. It is that I came here as an educator and that I was going to dwell more on the sociological aspects of what I was going to say, but I am not inclined to go into political implications. I would leave that to persons dedicated to that kind of endeavor.

EUGENIO MARRERO – School Board Member of District 7

I was going to ask about the same thing. I wanted to know if you had deliberately omitted this topic. The way you answer shows that you did.

Thank you.

UNIDENTIFIED SPEAKER

May I bring up a pedagogical implication? I was very happy to hear you say that there is no one Puerto Rican, no one American, no one Sicilian, which I am. As I think of the term culture, we all have individual personalities and different ethnic groups formed by history. Would it not be advisable to talk in truth about the universatility of culture rather than cultural differences. I think this is one of the pedagogical implications that I should like to hear afresh at this conference.

TESTING AND PLACEMENT OF PUERTO RICAN CHILDREN

October 19, 1970

2:00 to 3:00 P. M.

DR. GALLARDO

It is my privilege and pleasure to present your presiding officer for this session. He is Professor of Educational Psychology at the University of Puerto Rico and a recognized leader among his colleagues. He is highly regarded for his brilliant career as an educator. Ladies and Gentlemen: I present your chairman, Dr. Ramón Ramírez López.

DR. RAMÍREZ LÓPEZ

This afternoon we are here to discuss a very interesting topic: "Testing and Placement of Spanish speaking Children". Teaching the cultural minorities in any society is certainly a very difficult task. To teach the cultural minorities in a society, it is necessary for the educator to know the languages, that is,to know the vernacular and the other language and know them well. It is necessary for the teacher to know the methodology and all the technological strategies needed to teach effectively.

But I would say that is not enough. To teach the children and adolescents coming from segments of the population, in this case, from the Spanish-speaking segment, it is necessary to know the psychodynamics of human behavior. We all know that people, human beings, are influenced both by their own selves, that is their own growth and development, and also influenced by the environment. It is necessary for the teacher to be well informed and completely decided to use all the knowledge that is possible.

It is necessary for the teacher to be able to have empathy with the students, the children and the adolescents, and to be able to put himself in such a level that the child and adolescent can grasp the reality of their environment.

This afternoon we are going to deal with the teaching of Spanish-speaking students in large cities like New York City. I am not referring solely to Puerto Rican students, but all Spanish-speaking students in mainland cities.

We have three speakers: Dr. Charles O. Hamill, Dr. Jorge Dieppa and Mr. Quiles. All of them are qualified to speak on the subject.

Dr. Hamill will be the first speaker. He has lived in Puerto Rico for over thirty years. Here he married and raised his family. He has done a great deal of research on the elementary, secondary and graduate levels. From 1959 to the present, Dr. Hamill has carried on a number of research projects on different aspects of the teaching of English, and he himself has had extensive

experience on the teaching of English. Both as an undergraduate and graduate student, he received training on the teaching of English. Dr. Hamill is now Professor of Testing and Evaluation in the Department of Graduate Studies of the College of Education of the University of Puerto Rico.

He will speak to us on testing and evaluation at the elementary level.

Dr. Jorge Dieppa is a Puerto Rican. He has studied both here and in the States. He is a graduate of the University of Puerto Rico, and has a doctorate from Purdue University in clinical psychology. He has been visiting professor at the University of Venezuela, has been a professor at the University of Puerto Rico, directed the Office of Testing at the University of Puerto Rico and is now the Director of the Puerto Rico Office of the College Entrance Examination Board, where he is doing a magnificient job.

Mr. José Quiles is a young Puerto Rican who left the island five months ago after graduating from the Mayagüez Campus of the University of Puerto Rico. He has a B. A. in Political Science. He worked in Colombia as a member of the Peace Corps, and is now in New Jersey, where he has been working in the field of guidance.

Our first speaker is Dr. Charles O. Hamill.

DR. HAMILL

Of the many decisions a school administrator must make few are as troublesome, and perhaps as difficult, as that of placing judiciously a non-English-speaking child in school. This is now a decision which more and more mainland school administrators must be facing.

The largest single segment of the United States population speaking a language other than English is probably that composed of those of Spanish speaking origin. According to the most recent figures at hand (data from the 1970 Census are not yet available), Puerto Ricans are living in all the States, being mainly concentrated in the Northeast, with around 800,000 in New York City alone, and with large settlements in Chicago, Philadelphia, Hartford, Los Angeles, and New Jersey. Mexican Americans, continuously fed by Mexican immigrants, heavily populate the American Southwest (Texas, Colorado, New Mexico, Arizona and California); and since 1960 there has been a steady movement of refugees from Cuba to Miami, Florida, and from there spreading over the rest of the States.

The dimensions of the problem are made more evident when we note that during the 1967-68 school year 10,468 students dropped out of school in Puerto Rico with the stated intention of moving to New York City. Contrariwise, the same year 4886 students entered the public schools of Puerto Rico from New York City. An average of over 40,000 Mexicans have been entering the United States annually since 1960, and from 1961 to 1968 a total of 309,168 Cubans took asylum in the United States, of whom 103,272 remained in Florida.

Although all have a common cultural heritage of language, religion, and

home and personal value orientation, these three groups differ in many aspects, among as well as between themselves: in educational background, proficiency ir understanding and speaking English, years residence in the mainland, socio-economic condition, color of skin, aspirations, attitudes toward schooling, and even in nuances of speaking the Spanish language. It is important that these differences be recognized and understood.

Many of the adults in these groups, other than seasonal migrant farm laborers, perhaps, have children to be placed in school.

Such being the case, what are the bases upon which a school administrator can make decisions for placement of children of these Spanish-speaking people who know little or no English? How may the knowledges, abilities, aptitudes, attitudes and aspirations the child brings with him be measured or identified? Where within the school system might the child be placed so that he may feel secure in his new environment and have successful learning experiences?

A consideration of questions such as these leads us properly to an examination of those factors that are relevant to predicting the success of Spanish-speaking children in a school system where the language of instruction is in English, and the values being stressed are those essentially based on "The Protestant Ethic" of middle-class white Americans.

Among these factors are included:

(1) The kind of home the child comes from–its cultural atributes and value orientation.

(2) The child's previous record, if any, of educational attainment.

(3) His potential for succeeding in school: level of general ability and proficiency in understanding and speaking English.

(4) The psycho – and sociolinguistic effects of bilingualism.

(5) Instruments valid for placement purposes.

The discussion in relation to the first three of these five points has been derived largely from Carter's recent book, *Mexican Americans in School: A History of Educational Neglect* (1970); Cordasco and Bucchioni's *Puerto Rican Children in Mainland Schools: A Source Book for Teachers* (1968); and the Coleman Report, *Equalizing Educational Opportunity* (1966). Educators who are confronted with problems of placement of Spanish-speaking children in their schools would do well to have these three publications at hand.

The Home Environment of the Spanish-Speaking Child

Considerable attention has been given to the relation of economic deprivation and low educational level of parents to the achievement of their children in school. Studies have shown that the Puerto Rican adults who move to the mainland are often poorly schooled, with limited knowledge of

English, unskilled, primarily of rural origin, farmhands or ordinary laborers. As such they do not represent a cross-section of the Puerto Rican population. In New York City, the Puerto Ricans, most of whom were born in Puerto Rico, were characterized in 1960 as having the lowest level of formal education of any identifiable ethnic or racial group, with over 50 percent having less than the 8th grade of schooling (9:132). In 1960, 70 percent of the employed Puerto Ricans in New York City were reported as being in low income occupations.

Whether in Puerto Rico or on the mainland these Puerto Ricans are at the lowest rung of the economic ladder.

Among the Mexican Americans we see a similar pattern: low skilled occupations and limited educational preparation. Their median income is substantially lower than that for the total population, and their median years of schooling is lower (7.1) than that for any ethnic group in the Southwest except the American Indian (5:32). In contrast with the Puerto Ricans of the Northeast, many Mexican Americans are essentially non-migrant in nature and are usually long time residents of the Sowthwestern part of the United States, although immigration is a constant factor, as shown by Bureau of Immigration statistics that close to 300,000 Mexicans entered the United States during the decade of 1951-1960.

The Cuban refugees apparently represent a different social class. From informal obs- ation and reports in the press, it seems that large numbers of the Cubans have had professional background and occupational experience typical of the middle-class. They are educationally conscious, highly motivated, and with high levels of aspiration. However, formal studies of this group of Spanish-speaking people as those cited on the Mexican Americans and the Puerto Ricans are not available.

The Educational Attaimments of the Spanish-Speaking Child

In view of the low status occupations and educational level of Puerto Rican and Mexican Americans cited in the foregoing section, we could surmise that their children achieve poorly in school. There are many studies which show this to be true.

For example, although Puerto Ricans occupied over 15 percent of the elementary school enrollment in New York City in 1963, only 10 percent of all Puerto Rican children in the third grade were reading at their grade level compared to 19 percent of the Negroes and 55 percent of the others. By the eigth grade 13 percent of the Puerto Ricans were reading at or above grade level, in contrast to over 30 percent of the negroes. Of 21,000 diplomas from the academic high school in 1963, only 1.6 percent went to Puerto Ricans. On the other hand one out of five students in vocational schools and almost one of three in special schools were Puerto Ricans (9:134). These figures very likely reflect conditions found in other large urban areas.

Similar figures are shown for the Mexican American child. Carter (5:17 ff.) notes that these children fail to reach the level of proficiency in reading generally acquired by Anglos, that achievement in arithmetic is also low, especially in those aspects including language skills, and that although Mexican American children start out fairly close to Anglos in measured achievement of all kinds, they fall behind with each grade. Carter estimated that about 60 percent of children of Mexican descent beginning in Texan schools do not finish high school.

The Coleman Report which analyzed achievement test results of six racial or ethnic groups showed that the Puerto Rican child at the first grade was on a par with most other children of equal social status, but at the 6th, 9th and 12th grades was more than three grade levels behind in reading; and at the same grades was 2.8, 3.4 and 4.8 grade levels behind in mathematics. On the same study the Mexican Americans ranked higher than the Puerto Ricans but still lower than whites, Oriental Americans and American Indians. Both Puerto Ricans and Mexican Americans fell progressively more behind in tested achievement the longer they stayed in school.

School achievement is closely related to social class and to home background. Parents with less education, less income and lower status occupations have children who achieve poorly in school. In a study carried out on a large sample of primary school children in Puerto Rico in 1968, a direct relationship was found between achievement in reading in Spanish with social class level as determined by the Hollingshead scale. Among other findings was that the most educationally deprived children were boys who lived in rural areas.

There seems to be little doubt that low occupational status, inadequate family income and limited schooling serve as powerful inhibitors to school achievement of children reared in deprived circumstances (9:128-129).

At this point several things must be made clear: First, there are large variations among individuals of any group, and Puerto Ricans and Mexican Americans can be found who achieve as well as superior white Americans. We must refrain from stereotyping Spanish-speaking children. Second, we must also keep in mind the effects of the "self-fulfilling prophecy." Because Spanish-speaking children generally *have had* poor achievement records does not necessarily mean they *must* have poor achievement. Lastly, lost in the statistics is the work of those schools where serious efforts are being devoted to providing for the Spanish-speaking child.

The Intellectual Capacity of the Spanish-Speaking Child

At one time it was generally held among teachers of children from homes in which Spanish was the vernacular that low achievement on tests of intelligence and poor work in school of these children was primarily due to a low level of intelligence. There are probably many who still do not

really expect that these children with proper instruction can learn as much and do as well as middle-class students.

When measured by such individual scales as the Stanford-Binet, WISC and group tests such as the California Test of Mental Maturity and others, administrated by English-speaking persons, Spanish-speaking children do tend to come up with lower ratings than do children whose native language is English. Apparently, such children are penalized by verbal tests of intelligence (18:141).

A number of studies using non-verbal instruments, or forms in Spanish, with administrators who spoke Spanish, have reached different conclusions.

As early as 1925, the Institute of International Field Studies of Teachers College, Columbia University, in their survey of the public educational system of Puerto Rico, found on testing a sample of 1000 Puerto Rican children, grades 3-8 on the Pintner Non-Language Mental Ability Test, that Puerto Rican children exceeded American norms for grades 3-5, but fell slightly below in grades 6-8 (8:111). Anastasi in 1953 on a study of Puerto Rican pre-school children in New York City reported these children as being fully on a par in intelligence with other children, and superior in linguistic ability (1:326).

In further exploring this question, the Columbia Survey of 1925 concluded by saying "there is no reservation in our minds concerning the capacity of the Puerto Rican to acquire and make profitable use of the type of intellectual education that more progressive school systems of the modern world are developing" (8:147).

Nevertheless, as Spanish-speaking children progress through school, they attain progressively lower academic ratings. This seems to be true of both Puerto Ricans and Mexican Americans attending mainland schools.

In view of the findings on home conditions of these children, we might well ask, along with Tuddenham (26:654) if such tests prove the inferiority of minority groups, or simply reflect the effects of poverty and linguistic disability. We could also question if intelligence tests are necessary for effective teaching, or if they are used as devices for perpetuating segregation in the schools, especially when it is now well known that we can only imperfectly predict with existing tests later intelligence from tests administered in early childhood.

Low scores on IQ tests may not indicate that the child cannot learn, only that he does not have the command of English required to give the expected responses.

The Effects of Bilingualism on Success in School

We have noted that the economically disadvantaged Spanish-speaking child tends to be a poor achiever in school and have lower intelligence ratings than other children whose home language is English, However, this condition seems to hold true for all children under like situations of economic and cul-

tural deprivaction, whether Black, White, Oriental American, American Indian, Mexican American or Puerto Rican. Nevertheless, there is an additional factor that apparently intensifies and compounds the problem for the Spanish-speaking child. This is the factor of linguistic disability, an inability to communicate effectively in the prevailing language of the mainland school.

Here, then, we enter upon what is probably the most significant factor in low school achievement of Spanish-speaking children. According to one psychologist, the initial school experiences of the Puerto Rican may "produce a sort of 'psychological insulation' to whatever goes on in school, resulting in passive and unresponsive habits" (2:239).

In Puerto Rico, children are accustomed to an "open" school in which doors, windows and buildings are not closed to the outside environment, and in which English is for many students merely an academic exercise (15:427). In mainland schools the rooms and buildings are closed off, the instruction is all in English, different regulations for classroom behavior are enforced, English is necessary for survival and the use of Spanish may be punished.

Clearly, when the culture process is interrupted or suddenly changed, learning is prone to stop (11:345).

Psychologists, anthropologists and sociologists who have looked at the Spanish-speaking child in the mainland schools, use such terms, among others, as *passive and unresponsive, apathetic, noncompetitive, feeling of insecurity, anxiety, anomie, unambitious,* and *low level of educational aspiration* to characterize him.

In this regard, it is particularly striking to look at the findings of a study of 12th graders reported by Coleman which revealed that of all six ethnic groups in the study, the Puerto Ricans, somewhat more distantly followed by the Mexican Americans, were more apt than any other group in desire to quit school, in not caring about rank in school, in not spending time on studies outside of school, to be absent from school, in not wanting to finish school, and to be pessimistic about future studies. In general, exhibiting poor self-concepts of ability, a general condition of hopelessness, and feelings of not being wanted (7:278-286).

These highly negative attitudes and feelings may well result from the imposition of impossibly difficult tasks and assignments on children with linguistic handicaps which could lead to the attitudes expressed above and result in frustration and failure. Under the pressure of these conditions, probably stemming largely from psycho—and sociolinguistic factors, the Spanish-speaking child is apt psychologically to withdraw from on-going learning activities.

Many Spanish-speaking children, apparently, do not seem to find school academic experiences as personally rewarding, intellectually stimulating or even pleasurable (7:57-58).

How may a Spanish-speaking child be placed in school so that anxiety and insecurity will minimally affect his readiness and willingness to learn?

Predictors of Placement for Spanish-Speaking Children

As we have seen, the kind of home the Spanish-speaking child comes from, his previous educational record, his general level of ability for academic learning, and particularly his ability to communicate in English are essential considerations for placing him in school. Basic to all, however, is the attitude of the school administrator. If he believes that these boys and girls have the same capacity to learn, the same rights to education, and the same desire for security as any other mainland child, the placement process will be that much more effective (9:366).

Spanish-speaking children who request entrance in the mainland schools come with a wide range in age, of ability, of academic achievement, of educational level attained, of proficiency in understanding and speaking English, of fluency in spoken and written Spanish, in home background, in years residence on the mainland and in educational aspiration.

What tools are available so that the school administrator may successfully identify the child's potential for learning and proficiency in academic achievement when the usual verbal tests are not valid predictors? Unfortunately, as we know from bitter experience in other areas of educational practice, there is no magic answer, no easy formula. The instruments available are imperfect: human beings who apply and interpret them are liable to subjective judgements and erroneous interpretations. The child may not fit any set pattern; the school may not have appropriate personnel, facilities or equipment.

1. *The Educational Record: The child's previous educational record,* if available, is a valid point of departure. If the newcomer is from Puerto Rico, a complete copy of his cumulative record card should contain, not only his academic record, but also data on the family (educational level and occupation of father and mother, for example), a health record, attendance, behavioral traits, and results on standardized tests of general ability and reading in Spanish, at least. Tests of general ability *(Test puertorriqueño de habilidad general)* have been administered annually, island-wide, since about 1961 in grades 4, 7 and 10, and in Spanish reading (Inter-American Series) at the secondary school level. Since around 1965 the reading test has been administered also at the elementary school level. Norms on these tests are given in percentiles.

Presumably, newcomers from other mainland schools would be able to present similar kinds of educational information, but verbal test results in English may not be too meaningful. A knowledge of the child's past experience may help in predicting his future experience

2. *Establishing the Potential for Learning: Individual Intelligence Tests:* If there is some good reason to believe that a child is mentally as well as educationally retarded, the standard English form of the Stanford-Binet or WISC is not always a valid instrument for Spanish-speaking newcomers, nor, would I say, for children with only limited fluency in English. Both the Stanford-Binet and the WISC, widely used by psychologists in Puerto Rico, were translated

and adapted to Spanish in the 1950's by the Office of Evaluation of the Department of Education. The administration of these tests, needless to say, must be in the hands of a person with a command of Spanish. Results of tests indicate that the examiner is an important variable in the evaluation process (5:194)

One other test, relatively simple to administer and interpret, and which has had international use, is the Goodenough Draw-A-Man Test. Norms on this test were established in Puerto Rico on a sample of 4312 children in grades 1 to 3 in 1965. In proper hands, this test may prove useful as a screening device. Anastasi administered this tests in her study of intelligence of Puerto Rican children in 1953. It was used successfully in the evaluation of summer Head-start programs in Puerto Rico in 1966 and 1967, and is still being used.

3. *Establishing the Potential for Learning: Group Tests of General Ability:* If the school system calls for some estimate of general ability of all children and has a large enough population of Spanish-speaking children, the possibility of establishing local norms on tests in Spanish may be considered.

The use of both verbal and non-verbal tests of intelligence should be approached with caution. Unless normed on native Spanish-speaking population such tests may reflect cultural as well as linguistic biases. A study of the applicability of the *Davis Eells Games* to Puerto Rican children gave unsatisfactory results.

Since 1960 the Department of Education has been using its own *Test puertorriqueño de habilidad general,* in two forms, and three levels, for grades 4 through 12. Also in use is the *Prueba colectiva puertorriqueña de capacidad general* for grades 1-3. Norms for both tests are given in percentiles by grade level.

The Inter-American Series of Tests in General Ability, with parallel forms in Spanish and English, grades 1-12, and with norms for Puerto Rico, Mexico and the United States may be useful.

Again, it is highly recommendable that these tests, if used, be administered by a Spanish-speaking person able to establish rapport with the children. Anastasi pointed out that Puerto Rican children were apt passively to resist psychological and pencil-and-paper tests (2:339).

Care must be taken in the administration of these and like tests in Spanish. If the Spanish-speaking child is of the second generation or has lived some years in the mainland, he may have little or no ability to read the language. Furthermore, certain word usages common to Puerto Ricans may have different meaning for Mexican Americans or other Latin Americans.

4. *Educational Achievement and Other Tests:* Ability in reading is usually taken as a sound predictor of success in school. As shown by studies in New York City among Puerto Ricans and in the Coleman Report on Spanish-speaking children, the reading levels of some Mexican Americans and particularly the Puerto Ricans were three to four years below norms for the grade. If the child is a newcomer to the mainland, a test of reading in English may not be

sufficient, except to establish his reading level with his age group. He may be a good reader in Spanish. Knowledge of the child's ability to read his own language should be useful in the placement process.

There are several tests in use for which norms are available for Puerto Ricans and Mexican Americans. The Inter-American Series, developed under the direction of Dr. Herschel T. Manuel, include a battery of tests in reading, revised in the 1960's, in parallel forms in English and Spanish for all grade levels, I through 12. Norms are available for Spanish for Puerto Rico and Mexico, and for English for the United States. Administration of the English and Spanish forms of the same test may give a picture of relative ability of a child to read in the two languages.

The Educational Testing Service of Princeton, New Jersey, under contract by the Department of Education of Puerto Rico, developed in 1969 batteries of tests in reading in English and Spanish to measure mastery of reading skills at four different levels. The tests consist of two equivalent forms. Norms are available at all grade levels, urban and rural zones.

Over the last several years the Department of Education of Puerto Rico has developed curriculum-pointed tests in science, social studies and mathematics for grades 4-10. These tests exist in two forms and some, if not all, have been used for evaluation of Title I projects.

For schools or groups working with children who know little English at the kindergarten level, the *Prueba de aprestamiento para la lectura* may serve to predict readiness for reading. Norms are available in Puerto Rico for kindergarten and first grade levels.

Available also are other instruments which might be useful to guidance personnel and school psychologists in mainland schools, if these professionals are sufficiently versed in Spanish. An instrument to measure the degree of personality adjustment is the *Cuestionario sobre personalidad* for secondary school students. The vocational interests of secondary school students may be ascertained by any one of three tests: one of these, the *Inventario de intereses vocacionales* of Dr. Roca is available through the Department of Education, although it is somewhat dated. The other two, standardized in Puerto Rico and with Puerto Rican norms, are the Geist Picture Vocational Interest Inventory, and one just completed by Dr. Cirino in conjunction with the Department of Education.

An instrument to gauge the presence and intensity of concerns youth have about themselves, their school, their family, their relations with others, and the world around them, is the *Inventario juvenil*, grades 9-12, an adaptation of the SRA Juvenile Inventory.

Persons interested in any of these tests for possible try-out and use could contact the Division of Evaluation of the Department of Education.

5. *Measures of Understanding and Speaking English*: Here, unfortunately, we must report that the field is practically barren. Standardized tests of understaning and speaking English as a second language have been developed for use

almost exclusively at the college level. The tests of the College Entrance Examination Board, for example, are directed toward the college bound student. A search of the literature reveals that little has been accoomplished in this respect at the grade school levels. A notable exception is the Understanding Spoken English (USE) Test developed by the Puerto Rican Study in New York City during the mid-1950's, as well as a six-part scale for rating ability of Puerto Ricans and foreign-born students to speak English (15:481). Tests of this kind need special equipment, *e. g.* tape recorders. While difficulties on constructing tests for English as a second language are being overcome (see Pimsleur: 175-214), there are no tests available in standardized form.

Finally, when tests, normed and standardized in the mainland United States, are used with Spanish-speaking children they may suffer from a number of serious defects: they may not provide reliable differentiation of scores; their prediction validity is likely to be quite different from that for the population upon which the test was standardized; and the validity of the interpretation of results is largely dependent upon a full and sympathetic understanding of the linguistic, social and cultural background factors that affect the educational achievement of this group of children (13:139).

Furthermore, an additional deterrent to successful test performance is that Spanish-speaking children are not likely to be as test sophisticated and motivated to do their best as the majority of mainland middle-class children.

Tests, if well used, are a means to the end of maximizing opportunities for each child to achieve that position which for his social level and sense of self-fulfillment will be the greatest (26:664). Placement calls for the proper use of such examinations.

The importance of placement of Spanish-speaking children cannot be overstressed. The disheartening, even tragic, picture that we get from the Coleman Report, Carter's account of Mexican Americans and Cordasco and Bucchioni's collection of studies on the Puerto Rican child, should lead us to a thoughtful evaluation of the procedures now in use; for it is in the placement process, itself that the pattern is established which would introduce the Spanish-speaking child to an intellectually stimulating learning environment, consonant with his abilities.

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DR. DIEPPA

I cannot start without congratulating my colleague for summarizing so well the situation of testing and measurement in Puerto Rico and even though I have known Dr. Hamill for so long, I was unacquainted with many of the wonderful things that were done under his aegis at the Department of Education.

The title of my paper is The Evaluation of English Skills of Puerto Rican High School Students.

It is not unusual for a speaker at meetings such as this to find himself undergoing a thorough soul-searching. Why was I invited? What am I doing here? These were not easy questions for me to answer, since I'm not a teacher of English, a linguist or an expert in educational methodology. It was therefore, with some trepidation that I accepted the kind invitation of the Honorable Secretary of Education to address this group on the subject of the evaluation of English skills of Spanish-speaking children.

I do not disqualify myself entirely, since I want to share with you some of my thoughts and experiences in the assessment of English skills of Puerto Rican high school seniors, and to try to offer you some ideas on what can be done to help solve the problem of educating children from Spanish-speaking backgrounds. As an educator, I must say that there are no easy solutions to this problem. As a psychometrician, I can indicate the successes, however limited, achieved in trying to assess this problem at the Puerto Rico Office of the College Entrance Examination Board.

The main difficulty in trying to evaluate the language skills of our high school students is the extreme paucity (or should I say obvious absence) of good tests and evaluation instruments. But I must add at the same time, that some of the difficulty stems from the prejudices of teachers and educators which limit their acceptance of objective test data as evidence that the situation can be diagnosed with relative accuracy and that, as any physician will testify, once a diognosis is established, we can then try to find the cure. Being no physician —or English teacher, or linguist— I will merely point out a few diagnostic facts and leave the finding of the cure to others better qualified than I.

Before getting into the main topic of my assingment —the assessment of English language skills at the senior high school level— I wish to beg your indulgence while I point out a few observations as to why it has been difficult to develop adequate diagnostic instruments for use in Puerto Rico.

One of these has been the scarcity of adequate research into the problem. In the seventy-two years of teaching English in Puerto Rico, very few studies and experiments have been performed in this field. As far as I have been able to find out, most of the major changes in the approaches to the teaching of English as a second language in Puerto Rico have been accompanied by little or no scientific research prior to the implementation of the programs.

As Secretaries of Education come and go, as new English program directors are appointed, each one brings his or her experience to bear on decisions regarding methodology, curriculum and teaching materials with relatively little try-out or experimentation.

But before my dear colleagues from the Department of Education blindfold and shoot me at dawn, let me hasten to say that the situation on the teaching of Spanish is even worse, since it has been even more difficult to find evidences of research and experimentation. Again, as in the case of English, curricular and methodological changes are brought about empirically, as a result of "experience", rather than through the application of the scientific method to the solution of the problem.

Another factor that has delayed finding a solution to the problem of teaching English to Spanish-speaking children, particularly to Puerto Rican children, is the result of old traditions and misconceptions regarding "bilingualism".

In a book recently published by Thomas P. Carter under the auspicies of the College Board, and titled: *Mexican Americans in school: a history of educational neglect,* we find revealing references to the fact that many teachers still consider bilingualism as "detrimental to intellectual functioning and thus to success in school." (p. 49) He mentions many studies in which the bilingual child is described as being hampered in his performance on intellectual tasks in comparison with the monolingual child.

However, Carter points out that there are now recent studies that disprove this theory. Of these, the studies by Pearl and Lamber in 1962 are the most prominent. They state:

> "Contrary to previous findings, this study found that bilinguals perform significantly better than monolinguals on both verbal and non-verbal intelligence tests. Several explanations are suggested as to why bilinguals have this general intellectual advantage. It is argued that they have a language asset, are more facile at concept formation, and have a greater mental flexibility..." (p. 50)

I have quoted this study because I want also to point out another problem that has saddened and beleaguered me for some time. This has to do with the fact that in many of the school systems in the United States, Spanish-speaking children are put into mentally deficient classes because they are not sufficiently bilingual to assert and demonstrate their actual potentialities. This has happened over and over in California, Illinois, New York and many other states.

Some of the reasons behind this state of things is the lack of adequate diagnostic testing, but most important is the long standing attitude of many teachers that inability to communicate in the classroom is a sure sign of mental incapacity. Thus, a child who fails to respond to a question put to him in any language (English or Spanish, Chicano or the Tex-Mex *pocho)* is frequently considered "dumb" in both senses of the word. However, few teachers bother

to observe that when left on his own, the child may communicate very easily with his peers in readily understandable sentences.

There are many reasons why Spanish-speaking, or other bilingual children for that matter, are considered intellectually defective. Carters points out three of these (p. 49) "(1) The results of widespread testing. (2) The disproportionate percentage of Mexican Americans in 'slow' and mentally retarded classes. (3) The obvious failure of Mexican Americans to achieve in school."

What Carter is really saying is that we are going around in circles, trying without success to catch that flea in our tail. There are too many and too poorly-made or inappropriate tests being used to determine if a child measures up to some preconceived standard of success, and when he fails to achieve it, he is considered one more statistic to add to the "proof" of constitutional inferiority, and therefore incapable of learning.

To this we must add the great difficulty of these children in finding an appropriate self-image, a feeling of belonging, a sense of identity. Being supposedly bilingual, they are "different" and for such a sin they must be segregated and left unattended. The older a person is, the harder it is for him or her to learn a new language, so that the problem becomes more accute the older a child is when transferred to another culture. Please add to that the difficulty of the older teachers who must deal with these children.

Here then is the crux of our problem. How can we change this situation? How can we develop a better evaluation system? Where are the "good" tests that will give us the key to success?

I said at the beginning that I had to do much soul-searching to accept addressing you today. As you can see, I am distressed with the situation faced by my fellow Puerto Ricans when they enter stateside schools. I am appalled that twelve years of learning English in Puerto Rico, from the elementary to the senior high school, still does not produce the kind of success that we have hoped to accomplish. But the most difficult part of the soul-searching is that I have to beat my own drum so to speak to point out that some progress is being made and that the picture is becoming more optimistic.

And after this long introduction, I come to the main part of my speech: What the Puerto Rico Office of the College Entrance Examination Board is doing to help improve the diagnosis of English skills at the high school and college level and to improve the teaching of the language. So please bear with me through a few minutes of "commercials".

When the Puerto Rico Office of the College Board was established in 1963, it was with the purpose of assisting high school seniors in their transition from high school to college. Our first effort was to be the *"Prueba de aptitud académica"* or what is sometimes referred to as the Spanish SAT. This test intends to do for the seniors planning to pursue post-secondary education what the Scholastic Aptitude Test, or SAT, does in the United States; that is, to help universities and other post-secondary institutions in their search for

suitable admission candidates. But from the very beginning we were firmly told by the universities, that such a test —which comprises verbal reasoning and mathematical reasoning (in Spanish, of course)— was incomplete. We were asked to develop a test of English as a Second Language that could be used by the universities in placing students in each of the three levels at which English is taught there: Regular (an euphemism for "remedial"), Intermediate (taken by most freshmen), and Honors (an advanced course devoted mainly to literature and composition).

The English as a Second Language Achievement Test, or ESLAT as we call it, is a 45 minute test composed of 4 reading passages of about 400 words with five reading comprehension questions each, and 45 items on grammar and sentence structure. Three criticisms of the test were immediately raised: (1) the test is too short, (2) it has no writing sample, (3) it lacks a listening comprehension section. Three very brief answers can be given to these objections: (1) "length" is a relative matter and a good test does not have to have a definite length to be both valid and reliable, (2) the CEEB does not have the facilities for scoring 25,000 writing samples and, so far, we have found the college English Departments unwilling to tackle the problem of scoring them in a strictly scientific manner, and, (3) listening comprehension tests require special conditions and equipement not readily available in all of our schools.

However, we have been able to demonstrate that the ESLAT has been 90 per cent accurate in placing the students in the three levels of freshman English mentioned: which is a highly accurate batting average in any league.

Please bear in mind, however, that this test is highly geared to the teaching of English in Puerto Rico high schools and that we have no evidence at all to tell how effective it would be for placing students in schools in the U. S. But it seems to me that, with proper research, the ESLAT may prove useful in placing students at different levels of English courses in US high schools.

In addition to the ESLAT, the Puerto Rico Office of the College Board had developed another test that may be of use in the US if the proper steps are taken for standardizing it there. This is the Advanced Level Test in English. As in the Advanced Placement Courses offered by schools in the States and accepted by many colleges for granting freshman English credit, this test is given to seniors that have taken, while in high school, an advanced level course in English roughly similar in content to the Intermediate level of English taught at our universities. The test is two and a half hours long and has forty reading comprehension items based on a short story, a poem and an essay; thirty-five items on language usage and sentence structure; and an original essay written by the student. This test is developed and graded by college professors and their scores used by the universities to grant advanced credit and/or placement to students achieving high scores in them.

These, very briefly, are two examples of what the Board has done in the field of evaluation of English skills with high school and college students. There are however, three additional important items that I must mention before closing. First is the set of teaching guides prepared by college professors to help teaching the advanced level courses in English. These consist of teachers' guides on the teaching of the literary genres and composition, and offer very valuable suggestions on how to teach these subjects. The guide on the teaching of composition, for example, takes the student from the forming of short sentences to the writing of multiple-paragraph compositions. The guides to literary genres involve the teaching of linguistics while performing literary analysis or reading for enjoyment.

Another important task performed by the Board was the *Report on the Teaching of English in the High Schools of Puerto Rico,* written by our Commission on English in 1969, chaired at the time by Dr. Adela Méndez. I wish I had the time to go over this study with you, but I consider it too valuable to do it the injustice of improper summarizing. It includes a study on the preparation of teachers, curriculum improvement, the teaching of composition and oral English, the evaluation of textbooks, and many other very important ideas that could be of help in implementing innovation and change in the teaching of English in Puerto Rico.

Finally, the College Board is in the process of initiating a study of the Puerto Rican student in the U. S., similar to what "Compensatory Education for the Disadvantaged" did to describe the problems of educating the "inner city" or "ghetto" children and what "Mexican Americans in School" tries to do for our blood brothers in the Southwest.

As I said at the beginning, I have no solutions to offer to the problems of the teaching of English to Spanish-speaking students. I hope that I have been able to make you aware of some of the possibilities available for finding these solutions. The College Board stands ready to be of help in improving the evaluation instruments available and in developing new ones. If the available forces and resources are joined, we may be able to find the "cure" to the illness.

Note: *The Report on the Teaching of English in the High Schools of Puerto Rico* is still available on a limited suply. It may be obtained by writing to the College Entrance Examination Board P. O. Box 1275, Hato Rey, P. R. 00919. The price per copy is one dollar ($1.00). The guides for the advanced level course in English, also in short supply, are available without charge.

Compensatory Education for the Disadvantaged by Edmund Gordon and Doxey A. Wilkerson, and *Mexican Americans in School: a history of educational neglect* are also available through the CEEB Publications Order Office, P. O. Box 592, Princeton, New Jersey, 08540. The prices of these books are $4.50 and $4.00 respectively.

DR. RAMÍREZ LÓPEZ

Dr. Dieppa has taken us up and through the high school very effectively.

Our third speaker, as I told you, is Mr. Quiles. He will be an extemporaneous speaker. He will present the situation as he sees it.

MR. JOSÉ QUILES

I feel that every odd is against me in this situation right now, because I am up here as the last speaker this afternoon and I am thinking that you may think I am the best speaker because usually the best actor comes last, but that isn't my case. Two fine lecturers have preceded me.

I did not prepare any organized lecture to give you. I thought I would participate during the period for questions, but it turned out that some time was allowed for me to speak to you about my experiences as a guidance counsellor in a high school. The situation as I see it is a personal experience and I am learning everything from scratch. I am working in Perth Amboy High School in New Jersey. I am the first Puerto Rican guidance counselor in that school, and I don't have a degree in counselling either.

I have come across a lot of problems affecting the Puerto Rican child due to how tests are used for placement. I am going to bring them to you, so you think about them and may be it will help you to have a better understanding of these things.

Dr. Hamill mentioned that sometimes the aptitude tests are used to set back the Puerto Rican student recently arrived from Puerto Rico due to his poor achievement in the test. If he comes in the tenth grade and his score is poor, he is put in ninth grade. Usually what happens is that when he is good in ninth grade, he goes back two years, because usually he fails ninth grade. This is all due to the interpretation of the results of the test.

I would like to describe the situation on this test. Many Latin students are put together in a room to take the test. Latin Americans: Colombians, Peruvians, Ecuatorians, are put together with Puerto Ricans, Cubans and Mexicans. No information is taken into consideration. I know a Colombian child and a Peruvian child who have no experience whatsoever in aptitude tests because they don't have them in their countries. Their educational systems have not reached that level yet. Their lack of knowledge of how to take the test is not taken into consideration. They are piled in a room, are given the test, and that's it.

Another thing in the set-up of the test is that no bilingual personnel is provided to help clarify the instructions. The attitude is that if you do mathematics in Spanish, you can do it in English. But what about if you can't read the problem? I also found that the symbols used by Cubans are different from what we use. Even the long division symbol is different from ours. So the children lose time trying to figure out the symbols, or transfer from their symbols to our symbols. There is no question that they will need more time than American children who know the symbols. The tests are timed a specific time

for each area without considering these handicaps. The adaptability of the tests is another point. Some tests contain items about bowling and hand-ball. Children from other countries have no knowledge of those sports. For them this is totally new, and they are incapable of answering such questions correctly. Another matter is how the test is used. Tests are given usually in sixth grade for promotion to junior high, and eigth grade for promotion to high school. Those scores are put in the student permanent record in high school. That record follows the student all his life, but the schools do not provide a second chance for the child to take the same test after he has been in school for a while. The first scores are entered in his record, and that's going to be his permanent record for jobs, for industry placement and so on. We usually get calls asking for the student's record. Those scores represent the real potential of the student in spite of the fact that they took the test with the dice loaded against them.

Another feature is that these youngsters are placed in special groups or special classes without communicating the results to the parents. The worst part is that often the child is placed in special classes, which are really classes for retarded children. The only criteria used is that the children cannot function in English.

None of the schools I have visited have a test to recognize or give credit for his mastery of Spanish and what he can accomplish in Spanish. Usually he is put in basic Spanish classes and he becomes a discipline problem in those groups because of boredom. I have suggested to my school to develop Spanish tests which will measure the student's level of Spanish and that he be granted credit for his achievement in Spanish. This way he won't have to go into basic Spanish, and he can get credit for the language according to his achievement and be placed in the proper level of Spanish.

Schools lack flexibility to create courses adapted to the students having English difficulties. I have been trying to get classes in what we call Spanish English, where the student can use his Spanish as a means of learning English. The inflexibility of the curriculum for these students, in my opinion, is one of the main causes of school drop outs, since they are not able to cope with what is expected of them.

Last thing is the confrontation of the child with the whole structure of the school. He is parachuted into his new system. There is no orientation whatsoever as to how the school works, where he is going to be placed, why he has to do what he is asked to do. Usually no special orientation is provided for the Spanish speaking child. Everyone is put together in a big room, Spanish-speaking and Americans, and they get a general orientation. No separate or individual orientation for the Spanish child is provided. So he is lost in the school and when he is put in a class he feels the children around him are weird. He begins to think that he is not so smart, he cannot be asked, he is not given a chance to choose. Those are the problems the teachers, counselors, principals, and superintendents are dealing with, but nothing has been done about them.

I am not trying to critize only. I am presenting these problems the way I feel them working with Puerto Rican children. I am asking you to join me

in an effort to try to understand and be more flexible in dealing with the Spanish-speaking students.

DR. RAMIREZ LÓPEZ

Thank you, Mr. Quiles, for your remarks which come out of your first hand experience. They give us a picture of conditions still prevailing in many areas.

I have received two questions; one is addressed to Dr. Hamill, and we will call on him to discuss it.

DR. HAMILL

This is a problem that is confronting both mainland schools and Puerto Rico. I did note that for every two children who are moving to the United States, we are getting one back. That one we are getting back is probably in a similar kind of situation or perhaps even more confused in both English and Spanish. The ones going stateside presumably will have a pretty good basic command of Spanish. So this is a situation which should be one of growing concern here on the island. It is a matter for educators here not to say that the children coming back must be taught Spanish, but also a matter of helping them and directing their work in both English and Spanish. The question goes: Is it possible to establish some system of immediate identification and priorities in instruction in reading preferably in Spanish? The increasing number of these children is a tragedy which should be avoided. (This question has been submitted by Beatrice Jaffee from East Harlem). In the matter of identifying I would certainly hope that some of the tests in reading which are being developed, or which can be developed stateside (the ones available in Puerto Rico are not suitable) at the elementary school level which we have now from the Educational Testing Service, from first grade on to twelfth grade, may give a picture of the relative standing in both English and Spanish, keeping in mind that these tests are developed on Puerto Rican norms. The interpretation would have to be based on this type of thing.

DR. RAMÍREZ LÓPEZ

Dr. Dieppa, would you like to say something on this question?

DR. DIEPPA

I just wanted to add a comment to part of what Dr. Hamill has said just now and what he said before about the excellent cumulative records available in our schools. In talking with our high school counselors (you know the Board has to deal very closely with them) they have told me that the decision of a family to move to the States is sometimes so sudden, that the student does not take along anything. He does not know even that he should take along a copy of his birth certificate or his school record. However, the schools are willing and able to send you a copy of their cumulative record, if you so desire. You

should not miss the opportunity of writing directly to the school where the student was enrolled to get a copy of that record if he does not bring it along.

DR. RAMÍREZ LÓPEZ

I am sorry our time is running short and the next panel is ready to take over. These are some questions that have been passed on to the chair and should be answered by Dr. Mellado himself? I'll pass these questions to him while giving you the opportunity of presenting other questions from the floor.

UNIDENTIFIED SPEAKER

I wonder whether we are not emphasizing too much the correlation between social economic status and achievement in language. I think that again this may be a self fulfilling prophecy in the schools, if teachers feel that the child of low social economic status or a working class father cannot achieve. I still think that the school has to take the major responsibility with the cooperation of the parents, if it is available, to help that child achieve to its maximum

DR. RAMÍREZ LÓPEZ

That is a very good contribution. Anyone else want to say something?

UNIDENTIFIED SPEAKER

We have been sitting here for the better part of the day listening to people tell us what's wrong in Puerto Rico basically. I think the majority of us came from the mainland with problems. We did not come here basically to look for answers in Puerto Rico, not answers to our problems; nor are we here basically to answer the problems of Puerto Rico. But there are problems, there are definite problems. I think the only way we can come out of this whole conference with a decent kind of feeling is to have a better understanding. You cannot get an understanding by just sitting and listening and listening. I get the same feeling; it is the same thing the Board of Education does in New York. They tell us how we are in the ghetto. You can't do it. I am particularly disturbed by some of the things that have been mentioned.

There is nothing said here about orienting parents and children coming to the mainland, what to look for, the things they must do in order to make the change in the system as it stands. They are coming there with total fears, being foreign, or not being able to communicate, and they can't feel with the problem. The problems are so vast up north, where we have our problems. We can't even deal with the situation, simply because we can't communicate. We don't want to say that we need parent participation. Let's take a look and I don't think anyone has given the statistics on this yet. We are talking about people coming from Puerto Rico to New York or other places and no one has said, "where are they coming from?".

If you ask me right now, I'll say I wonder why anybody from Puerto Rico comes to New York because all I've seen is nothing but beauty. But I

am more concerned about the kids coming to New York that are not from San Juan. I am talking about the San Juan of the country. Anywhere you mention where you get farmers that come from different parts, that never get into their own communities to deal with their own schools and be able to make change here in Puerto Rico. We are talking about making change in New York. It has also been mentioned about integration. Remember one thing about integration, it is very much like a marriage, two people get married and cannot begin to eliminate individualities. Nor are Puerto Ricans, you must stay that way. Why be ashamed of what you are? I am Black, I guess all of you can see that, I am not ashamed of it; in fact, I am proud of it. They are not going to let anybody change it. And I think that is one of the basic factors that ought to bedevil Puerto Ricans as well.

Now, it seems as if I have just stood here to criticize, I am going to criticize just a little bit more. A convention of this kind, as I envision it, serves no purpose to me, because I have lived in what is now called El Barrio. I lived in that area before, when it was called East Harlem, because all of it was considered Harlem. I know what it is to sit down in a Spanish home. When I did not know what they were saying, all I knew was one word repeated time and time again, with a finger pointing saying "siéntate", which meant sit down. I knew what it meant eventually, for a plate was put in front of me by a Puerto Rican family that meant you better eat. You learn these things. I've played ball with kids. There were no language problems. Language became a problem when so-called people began to get educated, then we began to have problems. But this is what I offer that should have been done:

1) We should have been spending today only about two hours with an orientation of what we were going to see.

2) We should have been taken around to homes, schools, not only in the city, but out in the country.

3) We should have been given a better inside as to the actual way of living of people, so that at home a teacher can get an understanding of why a child may be in a corner, not being able to communicate with the teacher.

I want to tell you, gentlement, with all due regard and all due respect, what you have said here and proposed to me, I envision as the very same thing that happens on the mainland. People telling me about me that don't know what they are talking about.

DR. RAMÍREZ LÓPEZ

Dr. Dieppa, would you like to say a word?

DR. DIEPPA

I can't take issue with everything the gentleman said. I just want to answer one of his questions. I know he is right, I have not lived in the States, except for the four years I went to school. I have never sufferred from segre-

gation, except the first week, when I said "meex", instead of mix, and I was ready to pack and come home. A speech therapist who was sitting next to me told me to come on over to the speech lab and he would fix me up, and he did. So I have not suffered from segregation and I cannot speak on that. I just want to reemphasize what I said.

The gentleman asks who tells these kids what they are going to face when they get to the States. The counselors endeavor to do this, but the decision to move to the States is usually taken by the parents, without consulting with the child or school authorities. In our culture the children do what the parents tell them to do. So it happens that one day the youngster tells the teacher that he is leaving tomorrow or he just simply does not show up at school any more, and the counselor finds out two weeks later that the child has moved. This is why most of the children you get from Puerto Rico are unprepared to go. It is not lack of concern and skill on the part of the counselors, it is that they are not given a chance to prepare the children that go to the States.

UNIDENTIFIED SPEAKER

Why does not the school offer guidance in general, or give them orientation programs?

DR. DIEPPA

They get instruction. There are units for the home room teachers orienting people about leaving the island. The Department of Labor has a Migration Division which tries to attack this problem. But it is very difficult to really give a book or a brochure to anyone who does not want to think at the moment that he is going to face problems. The important thing is that suddenly the family decides to go because some relative who is working at a factory in the States, has told them he can get them work and they just pack and leave.

UNIDENTIFIED SPEAKER

When people want to travel within the States between Pennsylvania and New York, nobody has to give them papers or orientation on anything. I don't see why anyone should call for all this training or information for American citizens to move from this little island to the mainland. Certainly one of the rights of American citizens is freedom of movement.

UNIDENTIFIED SPEAKER

At this point I would like to register my anger at the way that this panel has conducted itself in reference to the parents of the children. It seems that the professionals are forgetting that besides being professional, they are, or may be, parents some time. We need to get more parents' involvement. I ask from all of you educators to please find more ways and means to involve the parents, to get them interested in the children's education and to listen when they express their family problems. Parents are examples of what the children will be.

So why not reach the patents and explain to them the need for more participation.

We who live on the mainland have learned that only when parents command the respect from educational systems do their children receive good education. So therefore, the greatest contribution that the Puerto Rican educators can give to our children for the betterment of the educational system on the mainland, is to get parents involved in the education process right here on the island so that when they come to the mainland they will be ready and willing to participate in school affairs.

By the way, it will probably be beneficial to the educational system in Puerto Rico for parents to participate.

DR. RAMÍREZ LÓPEZ

Let us agree that the last few contributions have been very important and interesting, but that probably they don't present questions that can be answered in this session. Probably they will be relevant in some other session.

UNIDENTIFIED SPEAKER

I am a native born New Yorker and I am presently a teacher here in Puerto Rico. I would like to point out a couple of things that are really bothering me. It was said that the Puerto Rican children are unprepared to deal with stateside culture. I think they get orientation in this aspect. At the elementary level they talk about all the American culture – I mean the mainland culture. They talk about Washington, Lincoln, habits, snow, etc. It prepares them to an extent, but if we are going to assume the responsibility of educators, we must assume them on both levels. We have Puerto Ricans that go to the mainland. Stateside educational programs must assume some sort of responsibility for orientation and we can do the same. We also receive Puerto Ricans, like myself, who were born and raised in New York. I think that teaching here has been a good experience for me.

VIEWS OF STATESIDE EDUCATORS

OCTOBER 19, 1970

3:30 to 5:00 P. M.

DR. GALLARDO

It is a pleasure to present Mr. Hernan LaFontaine. He is principal of a New York City bilingual school. He will preside over this session, organized by stateside educators.

MR. LAFONTAINE

Thank you very much, Dr. Gallardo. Let me recapitulate what has happened since yesterday, and I will do it very briefly. There was some concern on the part of Puerto Rican educators, community people and parents from the mainland regarding the fact that not enough representation of mainlanders was included in the conference. We made our concern known to the planners of the conference and then we met with the Secretary and the Coordinator of the Conference and we were able to work out the changes that have occurred today. I realize that these changes result in rather impromptu presentations, but if we judge from the first one that we received earlier this afternoon, I think we are off to a pretty good start.

On the panel we are going to have several speakers and the topic necessarily will have to be a general one, but we have put it under a broad title called "Educational Problems facing the Puerto Rican Community on the Mainland".

The discussion we have this afternoon after the presentations are made, will hopefully include the problems of racism, the problems of the lack of representation of Puerto Rican personnel in the administrative, supervisory and teaching structure in the New York City public school system, the lack of representation at the federal level and the lack of commitment from institutions both there and here towards an effective program on the mainland. It should also consider the need for community involvement on the part of the community in determining their role and their future, and perhaps something on the social background. Who is going to say what, I am not quite sure, but I am sure that these topics will be covered. We know also of one statement from one of the panelists: a reaction statement to the session this morning. At this point, I would like to introduce the members of the panel. We have Miss Awilda Orta, President of the Puerto Rican Educators Association of New York; next to her, Mr. Héctor Rodríguez, from New Jersey, Field Representative of the Division of Housing, Department of Community Affairs of the State of New Jersey, also member of the State Planning Advisory Committee to the Commissioner of Education and the Chancellor of Higher Education of the State of New Jersey

and Coordinator of the Puerto Rican Convention, State of New Jersey. On the far right we have Mr. Joseph Monserrat, well known to all of us, for many years Executive Director in New York of the Puerto Rico Migration Division of the Department of Labor of Puerto Rico, first Puerto Rican president of the Board of Education of New York City, and still a member of the Central Board of Education of New York City. These are the panelists, and we are going to try to keep them as brief as we can and if we have time for questions we'll try to answer as many as we can in the allotted time.

Miss Orta, would you like to start?

MISS AWILDA ORTA

The statement made this morning by Dr. Mellado is not relevant to what is happening in the world today. All over the United States the trend is towards seeking and developing a positive self-image. The concept of the melting pot has been obsolete for a number of years. Our struggle is to develop a pride in our culture and instill in our children our *Puertorriqueñismo*. This natural process is not unique with the *Puertorriqueño*, as evidenced by the different national movements now current in the United States. The Federal government is now supporting such movements specifically through Title VII, which grants funds for the development of bilingualism and biculturalism in the United States.

Dr. Mellado's statement that "the majority of our migrants come from the most impoverished social economic group, with all that this implies", only serves to reinforce the basic attitudes prevalent in North American society. That this statement should come from a Puerto Rican only strengthens the justification for a continuation of the injustices perpetrated on our children. Puerto Ricans in the continental United States are not looking for affection, they are looking for their civil rights given to them as people. It has taken the Puerto Ricans years to reach the present level of participation, and that participation is limited to only token leadership positions and recognition in the area of education.

The statement read this morning proves that we have before us a long struggle in obtaining this recognition from our people on the island. Furthermore, we must convince every one that being Puerto Rican and trying to preserve our language and culture does not put our children at a disadvantage or bring about social isolation. That our children are different does not mean that they are disadvantaged. We are not opposed to Dr. Mellado's proposal that Puerto Rican youths with high school diplomas be employed in bilingual programs. However, he seems to be unaware of the hundreds of trained, competent personnel of Puerto Rican background now residing in the United States who have been unable to obtain positions in our schools.

In view of the above indications of an apparent gap in describing the Puerto Rican educational scene on the mainland, we feel that it is extremely necessary that members of the Department of Instruction of Puerto Rico estab-

lish an ongoing liaison with the mainland Puerto Rican community. In order to implement this effectively it is incumbent upon the Department of Instruction here to seek out and communicate with the leadership of the Puerto Rican community, which have been involved most intimately with the educational problems of the Puerto Rican children in their community.

MR. MONSERRAT

In the short time allowed, I can only telegraph messages. I am going to telegraph a series of messages which undoubtedly will be misunderstood, primarily because I cannot develop them completely in such brief statements.

We have had read today a number of papers that use as their background several studies and other data. Since I am not a specialist, but rather consider myself a generalist, I too would like to use some data, which although more historical than empirical, can nonetheless be both quantified and qualified. To try to express, in a sense, the two problems that are present at this conference, (and I think there are even more than two, there are probably four), I will attempt, very briefly, to indicate a few things which I believe are pertinent for those of us in the United States and for those of us in Puerto Rico. I do not imagine that any of us would belittle the efforts made by Puerto Rico to be of some assistance. I think that as a result of this conference, Puerto Rico's aide in the future will be much more beneficial to all of us, and therefore, this conference will have achieved a major contribution for everyone.

To begin with, one of the problems is that our Puerto Rican brothers in Puerto Rico know very little about their Puerto Rican brothers in the United States. It is unfortunate, but I know this to be true for it is one of the things that I tried to change for many years. In our University of Puerto Rico none of our teachers in the School of Education are conducting any courses on the realities of Puerto Ricans in the States. Part of the reason is that we Puerto Ricans here do not fully appreciate what our reality is in the States. For that matter, being Puerto Rican, in and of itself, does not make us experts on things Puerto Rican. We teach our children in the United States, (and I am afraid we teach them this in Puerto Rico) that the founding fathers came to America (by America we mean the United States) in search of political and religious liberty, and we generally put a period there. The reality is that we cannot put a period there. We must go on to say that the founding fathers came in search of religious and political liberty for *themselves*. They did not extend it to others. From this historical reality we must understand that to be different in the Unites States has always meant to be less than. It did not matter who the children were in the New York City School system. The school system has failed all of the poor people, not just some.

In the second instance, twenty years ago I thought that English was the big problem confronting Puerto Ricans. Learning English is an extremely

important part of education, for everybody, but certainly for children. Yet to know English will not resolve the problems of the Puerto Rican youngsters in the New York City School System. If knowing English were the solution to the problem, we would have very few problems. The question that one must ask oneself is: Why is it that Puerto Ricans who speak English have the exact same problems as Puerto Ricans who do not speak English? The reason is that English is not the problem.

Language, though, is a tremendous psychological problem in the United States. Consider the fact that the United States is one of the few countries in the world where a man can consider himself educated and yet speak but one language. This, in spite of the fact that it is a country that has received peoples who have spoken all the languages of the world. Why then, are we monolingual in the United States? The reason, again, is that the first thing the public school system has done to all children – the Italians are just beginning to react to it now – has been to make them ashamed of their parents, to eliminate their parents' values, to eliminate their parents' language, sometimes to eliminate their parents' religion, and even change their parents' names. No one can begin to discuss the issues of education as if they were isolated from these realities with which people must live every day.

We can talk about *"compadrazgo"*, and we can talk about extended families, and we can talk about *"machismo"*, and we can talk about the Puerto Rican syndrome, and it is interesting to talk about these things. But as long as we talk about the Puerto Rican, we will never talk about the problem, because the problem is not the Puerto Rican. What is the problem? The problem basically is the realities that exist in the communities into which Puerto Ricans move.

In the first place, historically we have never in the United States welcomed any one with open arms, and we can cite the history of various groups. What happened to the Irish and German Catholics in the 1830's when their convents were burned? What was the reception to the Italians? You know the story of all these groups. It happened to all of us.

In the second place, we have never solved the problem of a first generation American group, no matter who they were. Let me give you a quick example of what happens. If you remember, Lincoln Steffens and Jacob Riis were writing about the slums on the lower east side at the turn of the century. At that time the people who lived in that area were East European Jews from various countries, speaking many languages. Through time, a very important factor, and jobs and education, they moved up the ladder and they moved out of the lower east side. Who lives in the lower east side today, seventy years later? Puerto Ricans and Blacks are living in the exact same buildings that were a problem seventy years ago. The people who moved away from there left the problems behind and we have become the victims, not the problems of the slums. The issue is that we, the Puerto Ricans, are constantly being pointed at as *the* problem rather than as the victims of an existing and

chronic problem, in this instance – bad housing. As long as the problem is personified by Puerto Ricans, (or any other people), just so long will we not touch the problem itself. For if we believe it is the Puerto Ricans and not bad housing that is the problem – we don't bother with the housing.

To this let me add one further fact. We Puerto Ricans in the United States are probably the one group that is, racially speaking, integrated within ourselves. We are black, white, and all shades in between, *el que no tiene dinga tiene mandinga*. The problem is, however, that because we *are* integrated within ourselves, this creates yet another problem. We are not understood by our white brothers and we are not understood by our black brothers. The problems we have here are something totally different and it is here we have some learning to do.

It is my belief that the Puerto Rican community of the United States, will once and for all help bring to an end at least two of the unresolved problems of the United States, to the glory of the country and to the health of our children. What we must do, and I hope we will do it together, is a twofold task. First, we must break the monolingual, monocultural barrier. Second, we must teach that being different simply means we are different, it does not mean that we are better and it does not mean that we are worse. It means different, and because there is difference, the world can be the beautiful place it should be.

If you permit me to be patriotic for a moment, I believe the United States can only be destroyed internally. Unless we in the United States can show the Black peoples of the world that Blacks and Whites in the United States are equal; unless we in the United States can show the 170,000,000 people south of the border that Spanish speaking people here are the equals of all people; unless we can show the Asians, indeed the world, that we believe that difference means different and not better or worse, the United States will not exist as a country for long .

MR. HÉCTOR RODRÍGUEZ

After Joe speaks there is very little to say. I know there has been quite a bit of criticism on both sides and I am going to continue that trend.

Last week in New Jersey we had a convention. Unlike the people who put this convention together, for about two or three months we hassled how we were going to do it and to expect to come out with a final goal. One thing that we realized very quickly was that if we were going to have this type of set-up to talk to our people, we were not going to accomplish the goal we had set up to do.

I am going to see the island Tuesday and Wednesday, if this is to continue. I saw people all over this morning going to sleep on this table, listening to lectures for hours like you are listening to me now. But nothing would happen in the interchange of people arriving collectively to some solution. Not the answers to the problem, no concern that we would walk

out of here two days later with the answer. It just reminds me, as a gentleman said about half an hour ago, the same thing that happened in our community back home. Boards of education who will set their programs to condition the people, the Department of Education at the state level making their policy, the Department of Higher Education making their policy. Nothing is going to happen because already some interest has been created where we cannot take part in the policy making level that will decide the future of our children.

Until we have a Puerto Rican or Puerto Ricans at the highest education level, and the Department of Education at the state level, and the federal Department of Education, at the local level every board equally representative of the people that they are supposed to serve, we are not going to make the changes needed to educate the people of the mainland, whether Puerto Rican or anything else.

A funny thing happened to me when I arrived in the mainland about twenty-four years ago. When I went to school here the teacher said to me that Rodríguez has an accent on the *i* and Héctor has an accent on the *e*. She taught me how to write my name. When I went to the mainland I had to teach the teacher how to write my name. And every time a substitute came in I had to teach her how to pronunce my name. May be that's not important, but it's important to me, I had to learn how to pronounce her name.

My parents were not involved, and they're still not involved. Any time one like us, like a Héctor Rodríguez, who rode with me, when there is a problem involved, just come to the Héctor Rodríguez. But they won't let us participate when we tell the Commissioner of Education in any state: "We want to be part of this base ball game.

We want a piece of action, but, you see, the Commissioner does not understand that right now. May be he does, he is educating those who will eventually take his place. Maybe that's why he does not want to educate us. Maybe that's why he doesn't impress on Mrs. Pérez or Mrs. Jackson that that child has to have that education. Maybe he wants to keep the cooky jar for himself.

You know, in South Jersey they talk and they rebel. They rebel in Hoboken about why bilingual education. In the 1840's in New York City, the mayor advocated bilingual education, but today we are talking about Spanish, not talking about the Anglo-European. Back in 1840 bilingual education was advocated in New York City, but if you go to South Jersey, the small communities, if you talk about bilingual education they think you are trying to overthrow the government.

The second thing they have to understand is that they complain about welfare, and at the same time they are not educating the child so that he can compete in this complex society. Either you educate for him to be able to compete in this society, to bring home the bread and butter, and to have two cars or you pay through the nose, you support welfare. Put the money in education, educate the child, and then you pay more, because we have big families. You got to pay through the nose.

The message that I am trying to get across is that what Joe said about a better world, I have something better to say. I think that the Puerto Ricans have a role and a destiny in this world because we are what we are: a mixed racial society of people who have made it, and we have a role to play in this world.

EVENING SESSION

BANQUET OFFERED BY HONORABLE RAMÓN MELLADO SECRETARY OF EDUCATION IN HONOR OF CONFERENCE PARTICIPANTS

DR. JOSÉ M. GALLARDO, PRESIDING

Governor Ferré, Secretary Mellado, Distinguished Guests, Ladies and Gentlemen:

Good evening to all of you! We are gathered for the banquet in honor of the conference participants tendered by the Honorable Ramón Mellado, Secretary of Education and conference host. At this time we shall stand up for the invocation by the Reverend Francis Thomas.

REVEREND THOMAS

Our most gracious Father, we are truly thankful for this gathering of educators concerned with the education of Puerto Rican children on the mainland. Bless them in their endeavors and be ever present in the course of their deliberations.

And now, Heavenly Father, bless the foods of which we are about to partake and feed us with the bread of life. May Thy will be done for ever and ever. Amen.

DR. GALLARDO

At this time it is a high honor and pleasure to formally present a man whom you have met several times during the course of the conference, Dr. Ramón Mellado, our Secretary of Education and host of this conference. Dr. Mellado believes firmly that Puerto Rico should do everything possible to cooperate with educators on the mainland in their difficult task of meeting the educational needs of Puerto Rican children. Since he took office the Department of Education has been cooperating with all the mainland educators who have visited the island in search of solutions for their problems and he has spared no effort in the preparation of this conference.

Ladies and Gentlemen, Dr. Ramón Mellado.

DR. MELLADO

Governor Ferré, Distinguished Guests, Ladies and Gentlemen:

Although I have been meeting with you throughout the day, it gives me further pleasure to greet you and welcome you once again. We are meeting in Puerto Rico not unrealistically certain of finding the solution to your problems and our problems, but rather to explore the possibilities of a closer understanding and the greatest possible cooperation between stateside and Puerto Rican educators. After the fine start that has been made today, I have great hope for what we may achieve by a frank and open discussion of our problems.

At this time it is my great pleasure and high honor to present a man who realizes the value of education in developing all the resources of the island to bring our people to the highest levels of material and spiritual achievement. He is keenly aware of our educational problems, and of the difficult task you face in the education of our children. He has not only strongly supported the development of a program of education that will realistically meet and fulfill our needs, but he also feels that we have a duty towards our fellow Puerto Ricans wherever they may be. He has encouraged our efforts morally and materially, and he has made it possible to improve our educational system qualitatively and quantitatively. Ladies and Gentlemen, I present to you this man whom we love and respect for his great achievements, our beloved Governor, the Honorable Luis A. Ferré.

GOVERNOR FERRÉ

It is with great pleasure that we welcome this very distinguished group of educators to our island. I welcome you as collabortors in that very special work of educating the Puerto Rican child. Although you are not working in Puerto Rico, you are making a valuable contribution to the formation of large numbers of the Puerto Rican youth who presently attend your schools. We are very happy that you have convened here for this purpose because we believe that there is no other sector of our society that is more important than our youth nor more in need of our attention and understanding. Puerto Rico is a young community. Half of our population is under 19 years of age, and many of these young people will in all probability be moving to the mainland and will be enrolling in your schools.

We are grateful that you have honored the invitation of Dr. Ramón Mellado, our Secretary of Education, to convene in Puerto Rico to find ways of meeting the challenge of educating the Puerto Rican child in the U. S. A. Meetings such as these foster the sharing of ideas and promote creative thinking. As I have remarked on other occasions, throughout history man has always faced the challenge of making a better world. Today we cannot await events; events await us.

The aspiration of our administration is to prepare a world for the future of our youth of today: a world full of material goods, but rich in spiritual values. A world enhanced through artistic creation, aware of its moral obligations, and inspired by a generous and true sense of justice that makes possible the elimination of poverty and want – an indispensable requisite to achieve a peaceful existence. We entertain this aspiration not only for the Puerto Ricans living in our midst, but also for those living on the mainland.

We firmly believe that the first and foremost factor in the great task of building a better world is a good system of public education. More than one-third of our budget is devoted to education, and numerous federal grants supplement this. As elsewhere we too have grave problems in education, and these are more acute here because of the population explosion that has made Puerto Rico one of the most densely populated areas in the entire world. In the past ten years the population of Puerto Rico has grown 14%. Today we have close to 3,000,000 inhabitants and if we continue growing at the present rate, by the year 2000 we will have well over 4 million people. This fact accounts for our high degree of migration. Present indications point to the continuation of this trend in spite of the fact that this year the number returning to the island has exceeded the number leaving by 7000.

We are striving to upgrade the quality of education on all levels. Emphasis is being given to technical and vocational education so as to equip students to live in our technological world. Added attention is also being given to the teaching of both Spanish and English. Realizing that the acquisition of a second language has an enriching effect upon the learner, we are presently strengthening our English program from the first through the twelfth grade. This we hope will assure greater success for our students who are living in a world in which communication is becoming increasingly important and where English is being learned not just as an aspect of culture, but as a necessity.

Just recently Spain and the United States confirmed their interest in sharing one another's language and culture by signing an agreement to this effect. Puerto Rico has even more reason for this kind of exchange because of our political and cultural relationship with the U. S. A. Puerto Rico lies at the crossroads of América, rich in the Spanish culture of Latin América and possessed of many social and economic ties with the English speaking people of North América.

Some forty years ago, one of our distinguished educators prophesied, "Our island will become a spiritual bridge linking two cultures..." Your presence here today is a partial fulfillment of this prophecy. Our sharing of experiences and our striving to state the problems as well as to chart the direction we must go, should bring us closer to one another as well as closer to the solution of the tasks which still confront us.

Bridges may link two shores, span abysses, and open roadways for

communications. Likewise our educational bridges may link cultures, span chasms of hostility, and open highways for ancient wisdom and new learning. Seen in this perspective the endeavors of this Conference on the Education of Puerto Rican Children on the Mainland, may be a bridge between the stateside boards of education and our Department of Education. Is is my sincere hope that this Conference will contribute substantially to the improvement of the education of the non-English-speaking pupils both in Puerto Rico and in our mainland schools.

OVERCOMING THE LANGUAGE BARRIER OF THE SPANISH SPEAKING CHILD

OCTOBER 20, 1972

8:30 to 12:30 P. M.

DR. GALLARDO

Allow me to present the charming lady who will preside over what I am sure will be a very interesting session. She has had a great deal of experience in bilingual education as a teacher, university professor, and supervisor, and now she is serving as Director of the English Program in our public school system. Doubtless she is known to many of you through her activities in national organizations concerned with the teaching of English. I take pleasure in presenting your presiding officer, Dr. Adela Méndez.

DR. ADELA MÉNDEZ

I feel that this session of the conference is of vital importance, since we are coming to grips with practical approaches to the teaching of English as a second language. One of the phases of this matter is the teaching at the pre-school level, and we are very fortunate to have as a speaker an educator and researcher who has been involved on this field for many years. She has conducted an interesting experiment in the teaching of three year old children at the Good Samaritan Center in San Antonio, Texas, and is now continuing her work at the Southwest Educational Development Laboratory in Austin, Texas. Her experiences and findings should be helpful to us. I am delighted to present our speaker, Mrs. Nikki Blankenship.

MRS. BLANKENSHIP

EDITOR'SNOTE: Mrs. Blankenship conveyed most of her message through slides, sound film strips and sound films. In spite of all our efforts, it was impossible to transcribe the dialogue, music and other sound effects. We are presenting her paper, "Culture, the true Translator".

Proficiency in two languages is not a sufficient goal for bilingual education. Language is a vehicle; culture provides the content. In the United States, increasing emphasis has been placed on the need for educational interventions which will provide the non-English speaker with the concepts necessary for success within the public school system. Initially, designers of such interventions focused on linguistic problems relevant to learning a second language. As these approaches began to be applied in experimental learning contexts, it became evident that the learner progressed more rapidly in both

concept and language acquisition when he did not have to learn the concept through the new language, but rather was permitted to use his own language for concept acquisition. The subtle implication of this is that concept acquisition is facilitated by use of one's first language, not only because the language is familiar and presents no interference to the assimilation of content, but also because the new concept can be readily tied to existing concepts within the learner's ideational system. Further, the integration of a new concept with familiar concepts is facilitaded when the referents of the new concept grow out of the same culture as the referents of the familiar concepts.

This suggests that the concepts which the non-English speaking child in the United States brings to school with him are far more sophisticated than his faltering use of the English language and lack of familiarity with the Anglo middle-class culture of the public school give him the opportunity to demonstrate. It also raises questions about the most appropriate way to teach English to non-English speakers in the United States, and the most appropriate way to tie concepts based on the Anglo culture to the existing culture-derived concepts of the learner.

One institution for which this question is of primary concern is the Southwest Educational Development Laboratory located in Austin, Texas, and one of 11 regional laboratories created by the federal government to improve the quality of education within the United States. Children who are economically disadvantaged or culturally different compose SEDL's target population. The majority of the children within the target population speak little or no English when they enter school. Spanish is the predominant first language of Mexican American children in both rural and urban settings; French is the first language of many Anglo and Black children in Louisiana; and a variety of dialects are spoken by Indian children in the Southwest.

In determining the philosophy and approach for the creation of the Bilingual Early Childhood Education Program, the Laboratory drew upon research literature in the fields of bilingual education, early chilhood education, and educational psychology; the empirical research conducted by the Laboratory's Migrant Educational Development Program on the educational needs of Mexican Americans; and the basic development goals of the Laboratory.

Concisely stated, the approach which emerged included: (1) a basic concern for the *learner as a person* with unique abilities and needs; (2) a primary emphasis on *learning as a process,* not as a product; (3) a *methodology based on interaction* among learners, teachers, parents, and environments, moving from structure to relaxation of structure, from rote repetition to spontaneous responding, from concrete experiences to abstraction; (4) a *developmental process* which moves materials, teaching strategies, staff training procedures, and test instruments through five cycling stages, each involving initial conceptualization and design, pilot testing in classrooms, revision and modification, and retesting; (5) a *commitment to the preservation of the learner's own language and culture,* as well as to the enhancement of the learner's potential by equip-

ping him to successfully deal within the educational, social, and economic system of the predominant culture; (6) a realization of the *need for trained personnel* in educational research, early childhood education, bilingual curriculum development, staff training, and program design; (7) a focus on the development of *strategies for inservice training* of teachers in bilingual early childhood education, classroom aides form the target population, and parents of children within the program in order to develop the skills and abilities essential to the creation of a stimulating learning environment; and (8) an understanding of the need for *systematic dissemination* of tested programs and materials in order *to generalize the learning opportunities* to larger numbers of chldren. The Bilingual Early Childhood Education Program (now a part of the SEDL Early Childhood Education Learning System) was begun in cooperation with Good Samaritan Center in San Antonio. Initially, funding was jointly provided by the Laboratory and the Ford Foundation. At the end of two years, the Laboratory assumed total funding responsibility. The program is designed as a three-year sequential program for children, ages three-five, emphasizing an integrated approach to learning which combines activities in sensory-perceptual skills, cognitive skills, and language skills. Curricular materials include varied media and are written in both Spanish an English.

The core of the learning experience is the language activity. Through careful programming of the environment, the child hears natural speech in both languages at as many levels as possible, and he is encouraged to respond by using natural forms of language. He is presented simultaneously with highly structured language experiences in which repetition and reinforcement achieve linguistically-sound learning objectives, and with language experiences in which stimulating experiences are created out of which the child spontaneously responds.

In the classroom, the child learns both formal and informal structures in English. This permits him to understand the formal structures which will be encountered later in elementary school in reading and writing activities. (An example of formal structure would be the sentence, "What is this?") It also permits the learner to use the informal structure in order to develop a more natural conversational ability in English. (The informal structure for the above formal sentence would be "What's this?")

The centrality of process in the learning situation is illustrated by the way in which children are taught informal structures. The teacher initially models the various informal responses in the context of a highly structured conversation or discussion with the children. It is important in the early stages that children verbalize various types of responses. As the children gain facility with the language of the response, the teacher moves into less structured patterns, raising open-ended questions, picking children's responses or spontaneous comments to form subsequent questions, recognizing the unique and creative answers, and delicately restructuring the correct response in the context of approval for its content if not for its form.

It is clear that language learning in this type of approach is achieved only to the degree that interaction among the learners and the teacher is stimulating and sustained. It is, therefore, of greatest importance that teaching strategies be carefully designed and communicate to teachers through training programs which are designed with equal care.

Dr. Walter Hodges, program design consultant in early childhood staff development, suggests that the process approach involves specific types of behaviors on the part of teachers: (1) Teachers must elicit from children the kinds of behavior that can be reinforced, such as speaking, moving, and thought processes which can be explicated. (2) Priority must be given to processes which permit the child to transfer from one learning situation to another (3) One should approach teaching with an experimental attitude. There are many ways of communicating with children so that they master the processes of learning, and the sensitive, experimentally oriented teacher is going to search for those modes of communication which are effective with each child. (4) Teaching is an active, rather than a passive, process. Teachers must become active participants in the child's learning process. (5) Teachers must assume responsibility, not only for encouraging intellectual, social, personal, and physical growth in children, but also for making the community aware of the developmental needs of children. Specifically, teachers are responsible for making children's needs explicit for parents.

The vitality generated in a process-approach has the potential for carry-over into the child's out-of-school environment. The use of the learner's home culture as valuable content within the learning setting allows the child to transfer classroom concepts to non-classroom situations. In addition, the parents can be incorporated into the learning process as co-educators. One of the unique approaches taken by the Bilingual Early Childhood Education Program to involve parents is through an educational television program, Los Niños. A 30-minute weekly show, Los Niños is written and performed by Mrs. Nikki Blankenship, one of the SEDI Bilingual Early Childhood Program developers. The show is carried on public service time through the educational television channel in a number of Texas cities. Each show features five or six students from the program. A new concept is introduced in both Spanish and English; several experiences are presented to *demonstrate* the meaning of the new concept; each experience requires the learner to operate upon the learning situation in order that he understand the concept as it relates to him; and the program is concluded with suggestions for ways in which the concept might be expanded by parents in the home setting.

Los Niños has two main objectives with regard to the Bilingual Early Childhood Education Program component dealing with parental involvement First, it is intended that the parents be given the same learning experience as the child so that he may expand his own knowldge and so that he may feel confident with the concept presented. Second, the genuine concern of many Mexican American parents for the education of their children suggests that

parents would welcome suggestions and training which would permit them to contribute more fully to their children's educational experiences.

At the present time, the Bilingual Early Childhood Education Program is being tested in a number of sites throughout the United States, and procedures are underway to modify it for Black Americans. Its flexibility lies in its regard for the primacy of process. Its potential lies in its focus on the learner's culture as the basic context out of which the learner responds.

In designing programs which will bring the individual child closer to the realization of his full potential, we must not ignore any aspect of his experiencing. He must view language as an expression of the culture from which it is derived. As such, it can never be fully translated into English, or any other language; but it can be used to understand English and through English the culture it represents.

DR. ADELA MÉNDEZ

Our next speaker on the panel is Dr. Mari-Luci Ulibarri, who is at present Assistant Director of Instructional Activities at the University of New México, working with minority groups, with the Mexican Americans. I hope you have noticed that in this panel we have speakers from the East and some from the Southwest so that we can find out what other people are doing besides those close to the Atlantic Coast. She has had experience with adult education for migrants with the Institute for Teaching English as a Second Language. The thing that has interested me the most in her *curriculum vitae* is the fact that she has held workshops for the teaching of reading in a second language. This has been to some extent a neglected area, and I say that because in examining catalogues for teacher training colleges I have found that in programs for training teachers of English as a second language there is practically nothing in the area of reading of a second language. So we are particularly fortunate in having Dr. Ulibarri, who is a specialist in reading to give the paper on the teaching of reading in a second language.

DR. ULIBARRI

I have been asked to discuss the reading component of an English as a second language class. This paper will discuss the qualifications of the reading teacher; ethnic cultural differences; culture of poverty; a detailed reading lesson; and the evaluation of a successful reading program.

The reading teacher must know the basics that are required to teach any group of children. She must know how children learn; human growth and development; and methods for developmental and corrective reading.

This is *general* information that everyone certified to teach must know. But to be an effective English as a second language *reading* teacher, the variations and adaptations of this information become crucial. The English as a second language reading teacher also has to *know* and be able to *feel* much more. *When* should a certain strategy be used to make a certain point to a

given child? Is the emphasis the same for all children regardless of ethnic background? Questions such as these can be formulated by the dozen. The answers don't come easy.

In order to start formulating some of the answers, the reading teacher of youngsters from Puerto Rico must understand the fundamental differences in value orientations of the Spanish-speaking and of the Anglo-American world. She must be able to compare and contrast the beliefs, mores, traditions, and customs of these two groups of people. She needs it in order to understand the child enough to plan and execute reading activities that will bring the child success.

Zintz, a pioneer in bilingual education on the mainland, has said:

> Most teachers have middle class values. This means the teachers come from homes where the drive for achievement and success causes parents to "push" their children to climb the ladder of success, where "work for work's sake" is important, and where everyone is oriented to future-time values. To teach the child successfully the teacher must recognize that the child may come to school with a radically divergent set of values and the teacher must try to understand, not disparage, these values.[1]

Cultural differences can be elusive and lost in words, with little filtering down into classroom practices. Each teacher will have to address herself to some basics. How do the child's "people" feel about *dependence* versus *independence*? If the Puerto Rican culture values *dependence*, how much will the teacher have to help the child toward cultivating the values of *independence* before he meets with success in reading?

What does the teacher know about the sex roles in the Spanish culture? Are male and female roles sharply defined? They certainly are. From the time they are babies to the time they are adults, the roles are different.

Traditional Spanish-speaking boy's games and other recreational activities are very different from girls'. Boys may not play "sissy" games such as playing "house". Girls cannot participate in "rough" games. Later on, in chidrens' role-play, boys may not play "female" roles. In sports, strenuous ones are for boys and more "ladylike" ones are for girls.

The boy's behavior is usually the "bossy" type because he learns that the male is the head of the group. He makes most final decisions. The female role is more passive and makes final decisions only in emergencies. Usually a male is consulted before any action is undertaken. The male is the one who earns the living for the family. The female takes care of the home. Separate roles.

What about *cooperation* versus *competition*? Does the teacher punish youngsters because they tend to help their less fortunate classmates by passing notes with correct answers or even whispering? (It's called cheating in some circles.) Perhaps in a culture where cooperation has been a way of life, competition will have to be taught?

What does *family* mean to Puerto Rican children. Father, mother, and two younsters? What is the implication for developing concepts in the reading class if the youngster visualizes *family* as consisting of many grown-ups – compadres, aunts, uncles, all the loved ones that surround him – not necessarily related by blood. No, the *extended family* does not mean the parents and fourteen chilren.

Many such examples can be given to illustrate the importance of the teacher knowing the values of the Puerto Rican culture. The teacher must know this before she can even *hope* that her pupils will make a successful adjustment to a new language and to a new school environment.

Combs reminds us that,

> The individual in a particular culture perceives those aspects of his environment that, from his point of view, he needs to perceive to maintain and enhance himself in the world in which he lives. This does not mean he makes fewer perceptions than an individual in another culture. He makes only *different* perceptions.[8]

Cultural differences are real. And if the United States is sincere in cultural pluralism, and I choose to believe it is; it will actively preserve these differences. The teacher must become a leader in this new and worthwhile endeavor. Much can be done by the reading teacher to promote understanding of this process.

Culture is the context within which the child's experiences occur. We need to first understand the context in order to appreciate the meaning of an experience. What experiences has the child had? The child must start reading that with *which* he is familiar! This would remove the familiar remark, "He calls out the words correctly, but he doesn't know what they mean."

The culture of poverty must *not* be confused with ethnic cultural differences. If the students are of the lower social classes, the teachers will still need to know ethnic cultural differences. But since poverty cuts across ethnic lines, they will be wise to also study social class differences. They will in turn relate this information to classroom behavior.

Perhaps the power of thinking is a major differences in middle class and lower class youngsters. Lower class students tend to think much more in concrete terms. Their environment has conditioned them to think in this way before they go to school. Before real success in reading is possible, the teacher will have to help them learn to think with abstractions.

If the Puerto Rican child is from the upper or middle social classes, he should have very few problems with reading comprehension, if the language is taught well. But if he is from the lower social class, he will need to read about that which he has already experienced before he can read about other experiences with a high degree of understanding. His needs are different. Reinforcing this thought, Tireman said,

> Intellectual growth is dependent upon concepts and concepts are dependent upon experience.[8]

The reading teacher must know the Spanish culture and the social class differences of her students. In addition, and much more important, the teacher believes and actively demonstrates that her students come from a "respectable culture, are worthy individuals, and can succeed."[4]

In addition to the teacher requirements mentioned, there are other "musts" to be taken care of. In some classrooms everything is going relatively well. But in many classrooms, reading is introduced too soon; students are pushed before they are ready for this experience. In other classrooms, reading is presented too late. These pupils, consequently, have lost all interest in reading.

In our conversion to English as a second language techniques emphasizing the listening and speaking components, reading is overlooked altogether in some classrooms. Reading is an asset and a must in any classroom. It can be used to advantage in reinforcing the speech that is being learned.

Those students who are beginning to learn the language, regardless of age, should be treated as "beginning to read" students. They have learned a few structures. They can "hear" them, they can "produce" them, they know what they mean and they can "use" them without teacher prompting. These students are ready to be presented with the written symbols.

The "advanced" students are those who have been studying the language for a long time but still do not function as native speakers. They, too, need reading classes geared to meet their needs.

Another "must" is that reading lessons should follow a good, basic teaching model. For discussion purposes today, Glaser's model, with minor modifications, will be used.[5] The four components of the teaching process are objectives, entering behaviors, instructional procedures, and performance assessment. Each component and variation will be briefly discussed in relation to an English as a second language reading lesson.

A diagram of the model follows.

Instructional Objectives	Pre-entry Behaviors	Teaching Strategies	Pupil Activities	Evaluation
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
			Materials 1.	

Before discussing each part of the lesson, let us caution that seldom, if ever, is an entire lesson finished at one time. It is spaced over a period of time which is decided by the teacher as she observes the pupils' progress. Many times a reading lesson will last a week or longer.

THE ENGLISH AS A SECOND LANGUAGE READING LESSON FOR "BEGINNING TO READ" STUDENTS

Component One: Behavioral Objective

The objective must state the expected changes of behavior in the student. It must be specific. All that see it will interpret it exactly the same way.

Example: After reading the title and studying the picture, the student will be able to predict at least two possibilities as to the author's reason for such a title.

Component Two: Pre-entry Behavior

This tells what the student must know before the lesson is presented. It can be from one, two, or all three of the domains; cognitive, affective, and/or psychomotor.

Examples: 1. Students can already freely discuss ideas.
2. Students can think beyond specific word meaning.

Component Three: Teaching Strategies

The teaching strategies must be selected carefully.

Examples: 1. Questions which require recall of specific information.
2. The teacher accepts, clarifies and uses student ideas.

The strategies may be divided into smaller parts.

Example: (First Part)

a. Motivate interest.
b. Clarify concepts.
c. Oral practice of sentence patterns through choral work.

(Second Part)

Presentation of graphic symbols.

a. Oral practice with emphasis on correlating visual forms to the oral language pattern.
b. Special intensive practice. (For example: flash card drills.)

(Third Part)

Reading in books, experience charts, or chalkboard.

a. Choral reading practice (after modeling).
b. Correlation of this practice with silent reading when possible.

(Frequently check on pupil's comprehension during the class.)

Component Four: Pupils Activities

Examples: 1. Relate title to pictures and vocabulary presented previously to try to determine author's reason for title.

2. Child will relate feelings.

May also include follow up or enrichment activities. It can include word study, such as phonetic analysis, structural analysis, or vocabulary development.

Component Five: Evaluation

Keeping check on the pupils not achieving success is the simplest way of evaluating. Record names of those who didn't meet the objective.

Examples: Pupils not participating:

1.

2.

Pupils who offered answers seldom:

1.

2.

Following these steps carefully will help insure success for the "beginning to read" students.

The third part under teaching strategies will vary for the "advanced" student when compared to what has just been suggested for the "beginning to read" student. The work for him will look something like this:

Third Part ("Advanced" Student)

1. Formulate short patterns from the longer sentences in the story.
2. Have oral pre-reading practice of the short patterns.
3. Establish a purpose for silent reading.
4. Silent reading.
5. Check on comprehension through conversational or directed written composition.
6. Oral reading for a purpose only.

The "advanced" student almost operates like a native English speaker but he still needs some oral practice in his directed reading lesson.

In addition to, or during the directed reading lesson, much more work needs to be done with idiomatic expressions, words with multiple meanings, and analogies. These are sensitive areas for a student learning English as a second language.

Idioms are almost always interpreted in their literal sense if the teacher does not teach them specifically. Teachers of Puerto Rican students learning

to read English should examine workbooks and find exercises that clarify meaning. They can also have the students draw illustrations or dramatize them to depict meaning. Idioms must be *taught;* otherwise they can seriously interfere with reading progress.

The same applies to words with multiple meanings and analogies. Find time to have them studied carefully. All the "good" things being done for students may be lost if these matters don't get "undivided" attention every day.

The teacher of Puerto Rican students knows when she has a successful reading program by checking a few items. First, do the students have a positive self concept? Do they feel good about themselves? Do they think they have something to contribute? Do they like themselves? Are they meeting with success?

Secondly, what are their attitudes toward reading? Do they think it a necessary skill? Do they enjoy it? Do they think they can use what they are learning *now*?

Thirdly, is the program based on a sequential development of reading skills? Is the program completely individualized?

If the answers are yes to most of these questions, los niños puertorriqueños aprenderán a leer en inglés.

FOOTNOTES

1. Miles V. Zintz, *Corrective Reading* (Dubuque, Iowa: William C. Brown, 1966), p. 121.
2. A. W. Combs, "Intelligence From a Perceptual Point of View", Journal of Abnormal and Social Psychology, 47:665, 1952.
3. L. S. Tireman, *Teaching Spanish-Speaking Children* (Albuquerque: The University of New Mexico Press, 1948), p. 62.
4. Mari-Luci Ulibarri, "Cultural Differences Revealed Through Language", (Albuquerque: The Minority Group Cultural Awareness Center, 1970). Monograph.
5. Robert Glaser, "Psychology and Instructional Technology", *Training Research and Education*, ed. R. Glaser, (Pittsburg: University of Pittsburg Press, 1962), p. 6.

DR. MÉNDEZ

Dr. Ulibarri, we want to thank you for mentioning some points that I think had to be mentioned at a meeting. I hope you realize the importance of reading for the Puerto Rican child in New York.

I now wish to introduce the next speaker on the panel, Mrs. Clelia Belfrom, who is well known to many of you for her work on the teaching of English as a second language in the public schools of New York. She was a pioneer in the field long before educators became interested in it. She was one of the first to work for the establishment of good relations between the New York and Puerto Rico public school systems.

For many years Mrs. Belfrom brought New York teachers to Puerto Rico for summer orientation courses. That's where I met her. She brought

groups of teachers who spent the summer in Puerto Rico visiting our institutions, our small towns, joining in discussions with people in the field of education, sociology and other aspects of our culture. Mrs, Belfrom really knows us. She loves Puerto Rico well enough to have bought a home here and we have accepted her as one of ours. She has worked on materials for TESOL, has been in charge of English as a second language program for the New York City public schools, and she is a consultant on materials for bilingual education. Her topic today is "Bilingual Programs".

MRS. BELFROM

I am going to talk about the situation I know best, which is New York City. It has one of the most heterogeneous populations of any metropolis in the world, certainly of any in the United States. Among its inhabitants are people from more than sixty different language groups, representing seventy-three different countries, many of whose children are in our public schools. Indeed, the education of newly arrived children has been a continuing responsibility of our schools for three hundred years.

Pupils of virtually every nationality are included in these newcomers. For the past twenty-five years, however, by far the largest numbers of new arrivals have been Spanish speaking pupils from Puerto Rico. Additional pupils from Cuba, Santo Domingo, and other Latin-American countries have steadily augmented the number of Spanish speaking children in our schools.

The Bureau of Educational Program Research and Statistics in its most recent "Survey of Pupils Who Have Difficulties With the English Language" taken October 31, 1969 will soon issue the following statistics:

	Puerto Rican	Other Spanish-Speaking	Other Foreign Lang
Elementary	64,605	11,787	9,994
J. H. S.	11,978	2,872	2,776
Academic	9,246	2,447	3,169
Voc.	1,788	178	284
Special	540	41	28
Totals	88,157	17,325	16,251

A total of 121,733 non-English speaking pupils in our schools with language difficulty. An increase of 3,241 over the previous year's census figures. Of these 105,482 or 86% are Spanish-speaking pupils of whom 88,157 or 85% are Puerto Rican.

Some of us in New York City have long recognized the need for providing special educational services to the constantly increasing number of pupils in need of instruction in English as a second language. From 87,025 in 1960 to 121,733 in 1969.

In the past 25 years many programs, activities and services were initiated to help bridge the gap between the Spanish speaking pupil and his parents and the English school and its curriculum.

As early as 1948, the Board of Education established the position of Substitute Auxiliary Teacher (now known as Bilingual Teacher in School and Community Relations) to help Puerto Rican pupils and parents make more successful adjustments to their new school and community situations. The position of special English Teacher was also created in 1948 to give instruction in English to small groups of children. Many recommendations were made as a result of the *Puerto Rican Study* 1953-57. Some were implemented others were not. The special English Teacher became the N. E. Coordinator who concentrated on training classroom teachers in methods of teaching as a second language. Teachers were required to give language emphasis lessons of 30 minutes to all pupils with language difficulty. Time does not permit a description of all the programs and services experimented with up to 1968-69 and the creation of two new licenses – Teacher of English as a second language in elementary schools – Teacher of English as a second language in secondary schools. All of these programs had some degree of success but the fact remains that somehow we did not reach the majority of our pupils.

Many school administrators, supervisors and teachers never really understood the basic principles involved in both language learning and second language learning, the length of time involved in second language learning nor the close relationship of language and culture. There was never enough in the budget to provide for an adequate number of positions.

Many of us had been pressing for some type of bilingual instruction, at least maintenance and development of skills in the mother tongue, since the early 1950's.

Then came Title VII of the Elementary and Secondary Education Act of 1965, as amended in 1967. Money was available and programs were initiated almost overnight. In some cases, however, considerable planning and investigation, including visits to experimental bilingual programs in other areas of the country were involved.

A certain confusion of terms appeared consistently in our discussions. Were we talking about developing bilingualism and if so what is it? Were we talking about bilingual teaching and if so was there only one method? Were we talking about bilingual programs? In fact, were we really talking about bilingual children at all or monolingual Spanish-speaking children being called bilingual because they spoke little or no English? Were they monolingual English-speaking children with Spanish surnames? We found, in fact, that we had all three types and no one program would be suitable for all.

To attempt to define bilingualism may be presumptuous on my part but I will endeavor to do so for the purposes of this discussion.

Is it the ability to communicate in more than one language?

Is it equal and advanced mastery of two languages?

Linguists often define bilingualism in terms of absence of interference of one language with the other. Psychologists tend to consider automatic rapidity of response, that is facility in the languages, as the predominant factor. Sociologists are likely to consider frequency of use as a measure of bilingualism.

To insist that we define bilingualism in terms of equal and advanced mastery would exclude almost all naturally bilingual populations. Bilinguals rarely have the same degree of abilities in all the language skills. They often speak two or more languages well, but many do not read or write them with equal facility.

Being primarily a teacher and not a linguist, nor a psychologist nor a sociologist, I arrived at my own definition – which you may or may not agree with but it is the one which I shall use as a basis for further comments. To me, bilingualism is the ability to feel comfortable in two languages and cultures, to be able to change back and forth easily but not necessarily to have equal mastery in all the language skills nor of all aspects of the cultures.

Why Bilingual Educational Programs

We must be willing to admit that the usual traditional instructional programs have not met the needs of thousands of pupils, who because they do not know English remain academically retarded in our schools. These same instructional programs have also failed to resolve the major problems of acculturation in our society.

Many Americans consider bilingualism a fine thing if acquired through education and travel but something less than admirable if acquired from one's parents or grandparents. Consequently, many children of migrants and immigrants have developed low opinions of their cultural origin and as a result have rejected it.

Let us examine for a moment this Spanish speaking pupil with whom we are concerned.

He comes to school with almost complete control of the sound system and structure of his language. He controls his language to the extent that it meets his needs. It may not be the accepted usage of the educated members of his culture but he has sufficint control of vocabulary and patterns to describe his experiences and to express his needs.

While learning a second language, his thought processes will continue in his vernacular and will continue so for some considerable time. He will, in fact, most probably use his vernacular to some extent and in certain situations throughout his entire life.

He comes with well established concepts that have grown out of his experiences and his culture. Teachers often fall into the trap of assuming that the child learning English as a second language has no experiential base to serve as a starting point for instruction.

His psychological needs for security, belonging, and self esteem are the same human needs of all children.

Nevertheless, traditional programs have not capitalized upon these linguistic skills and insights nor have they utilized to the fullest the child's experiences nor the concepts already developed.

The basic questions that must be answered before undertaking bilingual programs are: What are the objetcives of such a program? For whom are they designed? It is conceivable that no one particular bilingual program is applicable elsewhere.

There has been a great deal of literature recently describing models of bilingual education – from programs which begin instruction in Spanish only and introduce English as a second language somewhere along the line from a few months later to several years later; to programs that begin instruction in two languages and maintain instruction in two languages for the duration of the child's education; to programs that begin instruction in English and use Spanish during a transitional period until finally all instruction is in English; to programs that begin and maintain instruction in both languages in the various curriculum areas. (For those of you who are interested may I suggest an article by Professor William F. Mackey in the FOREIGN LANGUAGE ANNALS, May 1970 entitled "A Typology of Bilingual Education" which is the most comprehensive treatment of the subject that I am aware of to date.)

Bilingual Programs for Spanish speaking children in the New York City Public Schools are of relatively recent origin. I would like to outline brifly two of these experimental programs.

Bilingual Readiness in Earliest School Years

A study conducted by Prof. Mary Finocchiaro and Hunter College with the cooperation of the Board of Education. The final report was issued in December 1966.

METHOD

Two schools were selected, both in areas of population transition.

Six classes were used in each school over a two year period: three kindergarten and three first grade.

Composition of the classes was as follows:

One third native Spanish speakers

One third Black

One third other

Children were selected on a random basis. The bilingual lesson was between 15 and 20 minutes duration and conducted by a bilingual teacher who taught all six classes in each school.

The themes and centers of interest around which experiences and activities in the program were devleoped were those already used by the Early

Childhood teachers. In addition, extensive use was made of audiovisual materials related specifically to the culture of Spanish speakers. Stories, songs and games were used extensively and were of English or Spanish origin.

Both target languages, English and Spanish, were used in the classroom. Spanish, however, was used about 60% or more of the bilingual class time.

The objectives of the program are too numerous to list in detail but they included among others the following broad goals: to develop linguistic readiness in two languages; to develop positive attitudes towards other groups; to develop a positive self image; to develop new approaches and methodology; to develop appropriate materials.

Some of the conclusions related to Bilingual Programs were:

1. Bilingual readiness can be developed at this age level. Many learners were able to answer and participate in either target language.
2. The development of concepts and associated vocabulary in two languages strengthened and facilitated their acquisition. No confusion was apparent as the children shifted easily from one language to the other.
3. The learning of a second language in no way interfered with the acquisition of skills and knowledge in any other curriculum area. In fact, the enriched conceptual development and concomitant oral expression in the bilingual lesson fostered freer oral expression in the regular classroom period.
4. Bilingual children who had previously denied all knowledge of Spanish were now eager to act as interpreters for the regular teacher.
5. English-speaking children actively sought out Spanish-speaking children as a resource for learning.

Recommendations were made that further experimentation in this field would be highly beneficial. Materials had been developed and teachers were available, nevertheless the idea of Bilingual Readiness in Earliest School Years was abandoned at the conclusion of the demonstration project.

The Bilingual School — P. S. 25 — District 7 of the Bronx

In Septiembre 1968, due to the progressive leadership of the Community Superintendent, Dr. Bernard Friedman, the first bilingual public school was opened in New York City consisting of grades Kindergarten to five. A type of program had to be planned to try to meet the needs of pupils at various stages of language development be it English or Spanish. The principal of the school, Mr. Herman La Fontaine, developed a theoretical model for those pupils who entered Kindergarten in 1968 and would presumably remain through the sixth grade for 7 years of bilingual instruction. It was hypothesized that by the sixth grade pupils would have developed enough proficiency in each language to be able to receive 50% of their instruction in English and 50% in Spanish. In order to achieve this without subjecting the pupils to the

stress of attempting to function in a second language, it was decided to increase gradually the percentage of second language instruction through the grades.

The pupils were screened and placed in English Dominant classes or Spanish Dominant classes. The proposed ratio of native language instruction to second language instruction was as follows:

Grade	*Native Language* (N)	*Second Language* (S)
Kindergarten	95	5
First	85	15
Second	85	15
Third	80	20
Fourth	70	30
Fifth	60	40
Sixth	50	50

Naturally, since the school opened with 5 grades, adjustments in these ratios had to be made to meet the needs of children on various levels of linguistic ability. A pupil entering the fifth grade was not to be expected to take 40% of his learning in a second language if he had not had any previous exposure to it. For example, the English Dominant pupil could not be expected to function in Spanish 40% of the time. The N/S ratio therefore was reduced to 85/15. The Spanish Dominant child, on the other hand, had already experienced several years of instruction in English and was expected to be able to function in the second language for a longer period. The actual ratio arrived at was 70/30.

Another outstanding feature of this program was that these percentages of N/S instruction did not hold for all curriculum areas. One curriculum area was selected for instruction in the second language. For example, a grade 3 – Spanish Dominant pupil would have the following program:

Language Arts	75	min.	S	15 min. E S L
Social Studies	30	"	S	
Science	30	"	S	
Mathematics	30	"	S	30 min. E S L
Music	30	"	S	
Art	60	"	S	
Health Education	255	min.	Spanish	45 min. English

Changes have been made at the suggestion of the teachers, the supervisors and the consultants who visit the school. A brief, intensive teacher training program was undertaken for several weeks prior to the opening of the school. Since that time, a teacher training program has been worked on cooperatively between Mr. LaFontaine and Dr. Guerra of N. Y. U. which you will learn more about tomorrow.

The program is being evaluated and no definitive conclusions are available at the present time. The 1968 entering Kindergarten class is only now in the second grade and we must wait until they have completed grade six to test our hypothesis.

The idea of a bilingual school is an exciting development in the education of Spanish-speaking pupils but it may not be the magic cure for all the ills that befall these youngsters. Moreover, a school of 2,000 pupils is only a drop in the ocean of 120,000 pupils. I would hope that school administrators would establish small scale programs within an existing school situation. Several bilingual classes on a grade, for example, which might be more readily adopted and adapted by many schools in the future. Some such programs have been initiated in September, 1970 in several districts and we are anxiously awaiting results.

Another area of great concern that I have not touched on today is the one of bilingual educational programs for secondary school students. A special advanced course of study in Spanish for Spanish-speakers has been prepared at the Bureau of Curriculum Development but much more needs to be done to meet the needs of Spanish-speaking teenagers to prevent the high dropout rate.

In conclusion, I would like to make a plea that we can not and should not, in all justice, limit bilingual educational programs to the non-English speaking child. All children should have the opportunity and the privilege of becoming bilingual, for as Joshua Fishman says, "Not only does the bilingual master 2 different codes, but he masters 2 different selves, 2 different modes of relating to reality, 2 different orders of sensitivity to the wonders of the world. These are the very reasons why bilingualism has been treasured by the social and intellectual elite throughout the world and throughout the ages."

DR. MENDEZ

For me it is very heartening to know that so much is being done in education in the United States. I remember years ago when I used to go to New York in the exchange program and I was pleased to see that Mrs. Belfrom taught the Puerto Rican children Spanish before they got to high school. I am happy to know that bilingualism is becoming a reality.

The next speaker on the panel is Dr. Mary Finocchiaro, who is Professor of Education at Hunter College and Director of the Department of Curriculum and Teaching. She is well known for her work in TESOL, not only in the United States, but also in Spain and Italy, where she is a Fulbright lecturer, but also in Turkey, Poland, Germany and Yugoeslavia, where she has lectured and held seminars. Dr. Finocchiaro is author of several books on the teaching of English as a second language methodology. She has also written some books on the teaching of other foreign languages. She is President of TESOL, the professional organization of teachers of English to speakers of other language.

Dr. Finocchiaro is so well acquainted with Puerto Rico, as she works with the Puerto Rican children in New York. Here on the island we think

of her as one of ours, too. She is certainly highly qualified to speak to us on the teaching of language.

DR. MARY FINOCCHIARO

That nice remark of Adela is the one I appreciate the most; I, too, feel that I am home when I am in Puerto Rico.

Dr. Méndez, Dr. Gallardo, Sr. Ramos, friends, colleagues: I consider it a great privilege to have been asked to serve on this panel under the leadership of Dr. Adela Méndez and to speak to you on a theme whose complexity has rarely been fully appreciated—specially by the increasing number of thirty-day-expert critics of the schools.

To do justice to the topic would require several hours. I would have to cover in depth such basic issues as: Who are the learners? (How old are they? What is their level of proficiency in their native tongue?) Who are the teachers? (What training have they had? What attitudes and understanding do they bring with them?) What concepts and items must be included in the language curriculum? What methods and techniques would be most appropriate for developing in the learners the ability to communicate in English? How could we evaluate whether the school-community goals had been attained?

There are no simple answers to these questions. The problems are extraordinarily complex particularly at the elementary and secondary school levels. These problems, only too familiiai to many teachers, are sometimes minimized by some research workers or are not fully understood by some who stress teacher accountability without studying all the factors involved.

People who write about teaching language on the mainland may assume, for example, that language learners enter school at about the age of six and that they progress in an unbroken continuum — slowly or rapidly depending upon their innate capacity and the quality of instruction — until they have mastered the language.

The truth — alas — is different by far. What are some of the problems teachers face in guiding children through the communication barrier? In my visits to many schools throughout the United States, where teachers and administrators are working with children of Hispanic origin, I find them grappling with numerous problems. Let me mention a few briefly:

1. Learners may be admitted to school at *any* age and placed in advanced grades with their *age* peers. Without entering into a diacussion of all the placement procedures possible I would like to say that older pupils in particular may experience difficulty in learning English because of their ingrained native language habits. Despite Herculean efforts made by the school and by the learner himself we may have to resign ourselves to the fact that some of our older pupils may not master the fundamental communication skills. On the other hand, since they live in an English speaking country, we *must* provide them not only with basic knowledge and skill in the English language arts but also

with the *incentive* to continue their study of English – and of course their study of Spanish – even after they leave a formal school program.

2. Some older learners may be functionally illiterate in their native language. If they are, should they first be taught to read and write in their native tongue? Certainly there are sound psychological reasons for advocating this procedure. But how far may the school reasonably go in helping them develop the communication skills through the medium of their native language? (Remember that I am talking of the older learner – someone of 13 or over.) Which language should be given priority? What proportion of time should be spent on each language and for the learning of what areas? If knowledge of the curriculum areas in English is one of the school's or community's performance objectives, when and how will the transition be made to English? Would not the decision depend on such factors as the age of the learner; his goals; the duration of the English program; the learning time available in relation to his needs and aptitude; the availability of bilingual teachers and teacher aides; the number of linguistically handicapped ethnic groups found in the same classroom? I am not answering the questions, as you see, since there is no one answer.

I believe, however, that factors such as these should be in the forefront of our thinking as we initiate projects and programs.

3. Learners may or may not have had some previous instruction in English in schools in Puerto Rico or in the United States. Even *with* previous schooling, since there exists no *uniform corpus* of materials, they may be unfamiliar with the English language curriculum of the school to which they seek admission. Each learner may be on a different point on the continuum of the listening-speaking skills, for example. One may not be able to recognize and therefore to produce the meaningful sounds, that is, the phonemes of English; another may not recognize or produce the inflections for plurality or possession; another may not recognize and produce the normal arrangements of words which are part of the system of the English language.

4. Learners may enter school at any time during the semester thus necessitating special classroom organization, intra-class grouping, individualized instruction and special materials. This too raises serious problems. If they are placed in regular classes, how much time can the regular teacher devote to the development of their fundamental language skills? If they are in a special English class, how are they being prepared to make the transition to the regular stream of the school? What do they do for the three or four hours a day when they are not in their English class? What are the ages of the learners in the special or so-called "pull-out" class? (A wide age span is extremely difficult to handle.) If they are attending both a special English class and a regular class, what provision is made for cooperative teacher planning so that there is continuous reinforcement of the language learned and so that they can function on increasing levels of effectiveness in the total school program?

5. Learners may not have had an unbroken period of schooling. The children of migrant workers, for example, may attend school for a few months

and then move on to another city. A characteristic of many migrations is the high incidence of pupil mobility. In some New York City schools, for example, children have been found to change schools several times in a year.

6. Despite the fact that they are living in the continental United States, many of our pupils live in language enclaves where Spanish is the dominant language. The schools in cooperation with the parents and other community agencies may have to provide the necessary motivation and reinforcement of the English language communication skills.

7. On the mainland, the language skills must be developed within two interrelated contexts or streams: The learners must be enabled to talk and write about themselves, their homes, their culture, their community, their desires, wants, needs and emotions; and in addition, learners in the elementary and secondary schools must be helped to participate as quickly as possible in the total school program. The situations within which the communication skills are practiced, therefore, should encompass not only the social-cultural contexts which would permit learners to achieve personal-social adjustment but also the contexts of the several curriculum areas – mathematics, social studies, etc. which the learners' age peers are studying.

8. The unrealistic insistence of some school personnel that English be used for most of the school day when the children are not ready to function comfortably in the second language, often results in a feeling of "anomie" – the child finding himself in a temporary no man's land. School personnel must be sensitized to the fact that language learners generally go through five steps which have been identified in studies by Fishman, Lambert and Herman: these are anticipation; initial conformity; discouragement; crisis (fear); integration. It is the responsibility of educators to help learners reach Stage 5 with all possible speed.

9. Most important, we cannot ignore the fact that language is the central feature of the culture of any society and that the learner's effort to resolve cultural conflicts may dampen his desire to communicate in English.

Having touched upon some of the more obvious problems of concern to many school systems, let us turn for a few moments to some of the essential features of the English language which should be taught.

Any utterance or unit of speech includes items from four interacting subsystems that comprise the system we call language. Within the sound system, for example, pupils must learn to distinguish and produce not only the vowels and consonants arranged in definite patterns but the intonation, stress, pauses and rhythm characteristic of English. The grammar of the language, which lends itself to two major divisions – morphology and syntax – must also be taught. By morphology, we mean the forms of words which may change because of inflection for plurality, tense, etc., or because of derivation, for example, boy, boyish or able, unable, inability. By syntax, we mean the order of words required by the system.

Language includes vocabulary which is also divided into two main categories: content words and function words. Content words are the nouns, verbs, adjectives and adverbs – words we can touch, see, illustrate. Function words include prepositions, auxiliaries, conjunctions and the other words of the Language which may have little or no intrinsic meaning but which enable us to get the total meaning of any utterance. Formulas of the language such as Goodbye and opening conversational gambits such as So, Well must also be systematically taught both for recognition and production. Culture is not only reflected in language items and the gestures often accompanying them but also in the social situations in which we use language.

All of these features–and especially the situations in which they are normally used in listening and speaking and the restrictions that the language system places on their use should be taught in a well-defined, logical sequence. The item of language should be introduced in an activity or in a real situation which will give the learner the feeling that it is needed in *normal* communication. Some teachers prefer to start by having students listen to and learn a dialogue; some start by helping them listen to a news item; some start by telling well-known fairy or folk tales; some start by giving the new structure or vocabulary item in a situational context; some may start by dramatizing an action series and saying what they are doing as they perform the action.

The motivation and initial association of concept and sound should depend on the age of the students, their interests and the level of English they have reached, and the school-community setting. Teachers often prefer to vary the type of motivating device depending on the structure they are going to teach. With one it may be desirable to start with a dialogue; with another it may be preferable to start with the structure and then, after having practiced it, to include it in a dialogue. There is no *one best* way for all students in all situations. Our efforts must be directed toward finding the most effective way for each child.

Whatever the approach, the teaching of any feature of English should proceed in five sequential steps: (I mention these to underscore the importance of meaning and situational reinforcement; two recently rediscovered learning principles)

1. The pupils should be led to understand the material by relating it, whenever possible, to *their* native language and culture. Pupils should *never* be asked to repeat, read or otherwise practice material whose meaning is not clear.

2. They should be led to repeat the material after it has been modelled as often as is necessary. For purposes of the learner's morale, the first repetitions should be choral followed by individual repetition, with the more able students being asked to recite first. Repetitions should be preceded by an oral model, that of the teacher or of a teacher aide or that of a voice on a tape. A live model is preferable, however.

3. Learners should be engaged in extensive oral practice of any new item, always within the situations which will strengthen its meaning.

4. After learners give repeated evidence – in varied drills – that they have understood and can produce the new items, they should be guided to select the appropriate word, sound or expression from among contrasting sounds or words.

5. They should be helped to use the new feature with other already learned items in any communication situation where they can express an idea without worrying about inflection, word order or anything else.

We noted above that students must be taught the sound grammar and vocabulary systems and the cultural concepts embedded in them in order to encode and decode languague. While it would be impossible for me to begin to give all the principles and procedures needed in teaching each of these interrelated systems, I should like to point out a few which may be useful.

Pronunciation is learned primarily by imitation of the teacher or of another native speaker. If students have difficulty in imitating, it is essential that the teacher know how sounds are produced; that is, where the speech organs are with relation to each other, so that he can diagram the points of articulation or explain how the sounds are made. Sounds or other features of speech taught in isolation should be inserted as quickly as possible in real, authentic speech utterances.

Slowing down speech or giving the full value to vowels, when we don't do so normally in speaking, does not help the learners. A few other words about pronunciation: students, particularly older students, should be exposed to a variety of voices. Native informants, other visitors, tapes or records should be used for that purpose. Even after intensive practice, older students may not attain a native English pronunciation nor should we take too much time from more essential learning activities to try to eradicate features of the sound system which do not make differences in meaning and which do not impede understanding. We should strive for *comprehensibility,* however, at all times.

On the other hand, I would urge strongly that patient, well-trained teachers and all others who come into contact with them try to develop in younger children – those below the ages of eleven or twelve – a native or near-native pronunciation. It *is* possible at that age level and it would do the children a grave injustice if these efforts were not made.

Such a recommendation should not be mistaken for a desire on my part or that of school personnel to give less importance to the child's Spanish language. The goal of the program should be *bi*lingualism – and, of course, *bi*culturalism – in every sense of the word.

With relation to the grammar or structure, it is imperative that all learners be made aware of the *recurring* features which make us consider language a "system" and without which communication would be impossible. Through numerous examples, the pupils should be made to hear, say, and perceive the form, position and function of any new item within the utterances being presented. With younger learners, this may be accomplished without conscious awareness on their part through repetition and dramatization of the same struc-

ture numerous times in classroom situations which clarify their meaning. Older students should, in addition, *be helped to verbalize the underlying rule or generalization.*

And now, please allow me to speak for a few moments about the listening or speaking skills whose development we generally take for granted but which in reality require a good knowledge and use of *every* feature of the complex *interrelated* system of English. Listening implies the ability of the learner to distinguish in what he hears all the meaningful sounds, intonation patterns, words, word groups and cultural situation. It presupposes, too, his ability to retain what he heard at the beginning of a strech of speech to its very end so that he can understand the *total* meaning of the speaker. Eventually, the learner should understand the normal rapid stream of speech of a native English speaker – at his level of maturity of course – even when there is noise interference. Speaking implies the ability of the learner to think of an idea he wishes to express–either initiating the conversation or responding to a previous speaker–and to express the idea, using the meaningful signals of English; that is, its sounds, intonations, inflections, syntax and vocabulary–easily and without labored thought. It includes also his ability to use the features of Language in the cultural situations in which they are most appropriate. All of these operations must be done simultaneously!

Such spontaneous, creative use of language may take years of learning depending on the age of the learner, his motivation, his aptitude and the quality of instruction. It is brought about gradually–nearly imperceptibly sometimes–by well-trained teachers using specially designed materials. It is brought about by the teacher and curriculum writer recognizing that language skill must be developed in two parallel streams. (I do not believe that a long period of language manipulation should precede communication.) In order to engender interest and to encourage communication, simple but real conversations should be engaged in from the very *first* day; stories and songs should be taught; questions such as "What would you say" requiring a simple Yes or No answer should be asked. At the same time, however, each item of English must be taught in a systematic, logical progression so that the appropriate features and arrangements of sound and word forms are eventually used habitually and automatically by the learner and so that his stream of speech becomes increasingly more sustained, more complex and more correct.

While I have examined language items and listening and speaking skills separately, it is essential to underscore that these are interrelated in actual practice and strengthen each other. We learn to speak, for example, of course by speaking but also by listening and by reading. All reading and writing activities at any level of learning should be preceded by oral activities which clarify and perhaps summarize the reading and writing to be done. Oral questions and oral summaries are excellent techniques for ensuring comprehension. It goes without saying that the oral preparation for composition writing and for the reading of any material which has been written will also contribute to the growth of listening-speaking abilities.

In order to use language with any degree of proficiency learners need to be helped to build a repertoire of utterances as they meet them *over and over* again in listening, speaking, reading or writing activities, so that they will learn to expect them and even to anticipate them as they are listening to a stream of speech or reading. *They will need extensive practice in the same wide range* of utterances—acquired through tightly controlled to gradually decontrolled practice—so that they can retrieve the appropriate utterance from their memory store to communicate — to encode and decode language — in increasingly mature or complex situations. They need also to respond to and produce the utterances needed *in all the curriculum areas* in which they are participating or are expected to participate. The language of the curriculum areas *must* be included in all language teaching materials. It will not be learned incidentally or by osmosis.

The task is a formidable one in the elementary and secondary schools particularly because of the problems cited at the beginning of this talk. In the absence of "easy" administrative and classroom organizational solutions, teachers and administrators will have to do several things:

1. Find out everything they can about the Spanish Language; about Puerto Rican cultural values and about the Puerto Rican educational system in order to develop a learning environment which will be most conducive to maximizing the potential of learners. I am sure that I am expressing the gratitude of all of us to the Department of Education of Puerto Rico for this conference gives us or adds to our insights of these factors.

2. Become thoroughly familiar with theories and practices in grouping and in individualizing instruction in order to provide for heterogeneity of pupils in the same classrooms.

3. Prepare printed and audio-visual instructional materials which will enable all learners to participate in *integrative* school and classroom activities with other pupils — that is non-language learners — as quickly as feasible from the very first day.

4. Prepare differentiated materials at various levels of ability and for different age groups designed to provide intensive practice as needed in pronunciation, grammar or vocabulary.

5. Prepare concept-based English teaching materials in the curriculum areas which will enable learners to function as quickly as possible in the curriculum areas at their grade level to close the gap between their preparation and the level at which they find themselves in school. (Some of these materials will have to be prepared in Spanish.)

6. Simplify and/or adapt textbooks in *all* the curriculum areas for which the learner will be responsible.

7. Supply detailed guides for teachers which will enable them to use the material mentioned with most profit for the students.

8. Provide informal and formal measures of evaluation so that the pupils, their parents, community leaders and concerned school personnel will note progress or diagnose deficiencies impeding normal progress.

9. Enlist the cooperation of teacher aides, parents and community resource personnel in helping the learners.

Let me conclude by mentioning several principles in which I strongly believe. The learner must be helped to retain pride in his language and culture as he moves gradually toward an acceptance of the English language. Indeed, *his* experiences in *his* language and culture — two assets each learner brings with him — should be referred to continuously in every classroom not only as motivating devices but also as a bridge to an understanding of similar or contrasting features in English.

It is not necessary to say to this audience that each learner must feel loved, secure and successful as he passes through the often painful stages of English language acquisition. Giving the learner pride in his culture and a feeling of still belonging to the Spanish speaking world should underlie all his experiences in the school and the community. It would be sinful not to help the pupil maintain and develop his Spanish language skills, his insight into his rich culture, and his pride in his Hispanic background.

I would like to submit, however, that on top of these basic ingredients, it is imperative to give to each learner, particularly the younger ones, (the program for older, functional illiterates needs radical modification), knowledge, skills and understanding in the *English* language and — through English, as soon as feasible — an understanding of all other curriculum areas. Since he lives in an English speaking world it is primarily through the medium of English that he will experience needed success in the school now and in the world of work later.

I cannot emphasize enough the importance of an intensive English learning program to the learner in terms of *his* identity, *his* morale and *his* ego-enhancement. Every learner has an overweaning need to feel that he is on a par with his fellow students. Our aim, our hope, our effort should be directed toward making each learner — lucky he — feel comfortable and successful in *two* languages and in *two* cultures.

To make this hope become a reality, love is not enough. Let us make sure that we give each learner the acceptance, the warmth and the pride which he needs to become a well-integrated individual. But let us not neglect to give him, at the same time, the tool which he needs to communicate, to enter the mainstream of life in school and in the community, and to make a lasting contribution to the predominantly English speaking world in which he or his family has settled.

Our learners today will be the leaders of tomorrow. Let us give our Puerto Rican children on the mainland the attitudes and the knowledge they will need to exercise leadership. No nation can afford to lose the gift that every human being can bring to it. The loss of even one will diminish all of us.

DR. MÉNDEZ

Dr. Finocchiaro has raised some questions at the beginning of her address which I hope she will have the opportunity to discuss at a future conference. I would like to think that each year we could invite educators from the mainland who are working with our children to come and exchange ideas and help us with some of the problems that are still unsolved. Thank you for the suggestions you are giving us for the solving of some of them at the present time. Thank you, Dr. Finocchiaro.

DR. MÉNDEZ

The next speaker is Carmen Rivera, a Puerto Rican who did her elementary and high school in our schools. She went to New York City, where she studied at Hunter and at Columbia and Fordham universities, where she took the administrative program.

She is now principal of P.S. 211, an ungraded bilingual school in the Bronx. I am delighted to present Miss Carmen Rivera.

MISS CARMEN RIVERA

I am most appreciative of the opportunity to participate and I welcome this opportunity to share with you several of my ideas. I am Director of a bilingual school, and my experience is in bilingual education, which I like to say is finally achieving recognition and gaining status as a pedagogically sound approach to teaching. This has been recognized by many educators, particularly by the policy makers in school systems, a very important group, and has received strong solid support from our community.

Of course there are still several recalcitrant educators who as yet are reluctant to open their minds to the tremendous potential for providing equality of educational opportunity to minority group children, particularly our Spanish children.

Allow me at the outset to mention two changing concepts that have been instrumental in generating a change of attitude towards the education of our inner city child. The first one has to do with the change in the idea that we have to strive for the complete acculturation of all children regardless of their national background, so that eventually they could enter the mainstream of American society and reap the benefits of the Americanized way of life, a trend that has become associated with the values and goals of white middle class America. This was a hipothesis that was also known as the concept of the melting pot, a concept that has been considerably discredited during the past twelve or ten years. I say discredited because the proverbial pot melted the others and left us intact. By us I am referring largely to the Puerto Ricans, Mexican-Americans, and Black brothers and sisters very often some times rejected and some times were afraid.

It appears that our color, language and all the vestiges of our cultural heritage do not lend themselves easily to complete melting. Consequently we

are left with an over-powering feeling of not belonging. For this reason in particular, those of us who speak another language very often feel that we must cling to our language and the cultural ties of our forbears for the security we have to provide in what often appears to us an alien society.

This act of security is reflected in the increased militancy of many communities who feel that the rejection of multicultural values by majority culture is in reality an attempt to sublimate or destroy our culture, and, in a way, to sub-esteem our image without offering an acceptable substitute to the need for acquiring a positive self-image, a positive self-concept.

Another idea that I would like to just tell you about two sentences because it is essential to the development of bilingual education in our country, is the fact that the concept of education has been foisted on our country which expects to perpetuate the fact that our country, the United States, is a very powerful and a very important nation. All people must learn to speak just the one language. Wherever we go in the world other people car. communicate with us because likewise they have to learn our language, English. Have we no need, therefore, to learn other languages in the states? As a result we have become a nation of monolinguals. This is changing also, albeit very slowly. Representatives from foreign countries are expected to speak the languague of the nationals they will be visiting and talking to.

The need to communicate and the concomitant need to respect the culture of these peoples are assuming greater importance in the selection of overseas personnel by government agencies and firms. This need to communicate, which presupposes an ability to communicate, is being increasingly recognized as a necessary prerequisite for all, particularly for the non-English speaking child to enter the mainstream of a continental public school. Heretofore a city wide program in New York of English as a second language, which Mrs. Belfrom alluded to, with excellent materials, because it cannot be denied that particularly the Puerto Rican study guide and research units are not good. They weren't developed, implemented and evaluated either by experienced competent personnel. So it did not take hold. They did not contribute to raising the achievement levels of Puerto Rican children. The fact established verified it. So it appears that the Puerto Rican child is always significantly retarded in the mastery of the basic skills. He is consequently classified at the outset as an academic failure. Teachers feel they have to talk about him doubtfully, which is an important part of this whole failure syndrome, teachers' attitude. He has little chance of making it through high school even, with no thought of considering post high school education. But that those problems have made it under a few of us here should not be taken as proof that the system is not to be called to task for the failure of hundreds of thousands making it among other peoples.

For years we have been studying the public reading folk courses about people, reacting to them with the same feeling of disbelief, but doing nothing different, except perhaps adding another hour of basic English, as we did at

one time at my high school. This continued year after year, until we began to come to our senses, when we began to ask ourselves "Why do we keep teaching a child in his weaker language", English, when he already has gained facility and perhaps language skills in a stronger language, his vernacular, his first language?

For the past few years different school districts throughout the United States had the foresight and obtained the money to introduce programs designed initially to teach the child in his vernacular. The money referred to was provided by Title VII and, of course, out of federal and state money, which incidentally will have to continue to be available, for I fear that local money will not be earmarked as readily for this purpose, at least, certainly not without a great deal of pressure and possibly demonstrations.

This desire to more adequately meet the problem of teaching the non-English speaking child has been the motivating factor behind the establishment of our community school 211, to teach the child the second language and in the second language. Let us not lose sight of the fact, however, that in P. S. 25 and other schools in the country, the ground was being slowly cleared for this creative advance in education. It is O. K. for us to want to maintain our culture, our language, our cultural traditions in our identity. Such we hope to bring to reality through our program at 211, and I talk mainly about the school that I know, although I was also involved as School Director of P.S. 25 for six months with Mr. Lafontaine. To this approach you want to maintain fronting the vernacular of the child in order to facilitate instruction, thus assuring the learning of the required skills and necessary concepts of the various content areas of the curriculum. This is the vernacular of the child, the English, the Spanish.

To teach the second language, English to Spanish-speaking children, Spanish to English-speaking children, so that all children learn another language in which to communicate to the extent of effectively speaking, reading and writing both languages, in addition to mastering the skills in another language, our children will also provide the knowledge and understanding necessary for developing appreciation and respect for each other cultural heritage.

The pupil composition of community school 211 is about 55 Spanish-speaking, largely Puerto Ricans and 45 American continentals, largely Blacks. My major goal has always been not just in teaching, to assist in helping the Puerto Rican child to learn, but in having other children learn another language. We live near one another, our houses are near each other. An apartment may have a Spanish-speaking Puerto Rican family and the other apartment a Black family. Interestingly enough children no longer talk a distant word, because they are already familiar with each word, the sounds are not strange. A Black child will come up to me and any teacher and ask for something that he has heard in the street, what does it mean. It's no longer strange.

We also want to teach, we also want to refuse to accept, and eliminate the failure syndrome, and lessen the failure rate by providing equality of educational opportunity for those children who heretofore have not profited from

an instructional program in what to them is a foreign language. The truth of the matter is that although we have a program teaching, children have been losing out as per our reading scores, which is shown largely by our academic high school graduates, our drop out rate and our youngsters who are attending the colleges.

To develop and bring forth the positive self-image of the bilingual, bicultural child so that he becomes more secure, a necessary prerequisite for lifting his aspirations and achievement level, we all have experiences of Spanish-speaking Puerto Rican children relapsing to Spanish and unable to upset themselves rather than read in English, a very sad state of affairs. These children are no longer fearful of saying that they are Puerto Rican, that they speak Spanish; they are very proud of it.

In talking about the planning and organization of a program of this nature, the success of it has to be guaranteed. You need a building, you need money, you need competent, intelligent, largely bilingual teachers and, of course, locating and purchasing the materials necessary to complement a curriculum that is developing to all the children in the school, English-speaking and Spanish-speaking, the children that I am referring to, and unfortunately I do not have a set of slides that I have been building up; perhaps, if we happen to be together at another conference we will be able to see them.

The school building was a loft, a warehouse, and through the initiative of our superintendent, Dr. Gaynes, and the community school board, this warehouse was within the space of a few months converted into a beautiful functional school, featuring the latest thinking in school design and construction, such as classrooms, the necessary carpeted floors and acoustic ceiling to lower the noise level. The classrooms are open, they are called learning areas and have no walls. Only movable pieces of furniture: wardrobe, cabinets and chalk boards separate one section from another. We still have to group in home room sections for pupil accounting purposes. May I add that this type of physical structure facilitates the introduction of a non-graded organization and the utilization of group teaching to other innovative aspects of this unusual and novel school, an ungraded aspect is in the process of being developed since last year. We hope to introduce it in teaching during the next few days, as soon as I get back.

It's interesting for your information that the children all volunteer for the program. The parents sign applications to have the children attend, and I think it is the most important factor because children have to know that they are coming to learn another language and the parent has to consent to it.

We have children from all sections of the district which is something else that's different, since schools on the mainland, at least New York elementary schools put children from very close neighborhoods. We have them from all different sections of the district.

The teachers also volunteer for the program. This is true of the five professionals. They were very carefully selected. They were all interviewed. For

the teachers we now have by the end of June 1969 we had received at least 120 applications. Unfortunately very few of them could qualify because they could not be licensed by the Board of Examiners or the Board of Education of New York. I did have the pleasure of interviewing many teachers from Puerto Rico, who unfortunately for one reason or another could not teach in our schools. This is something that I think we have to strive for, for many of us (I say of us because I associate myself with Puerto Ricans. I do come down here quite often). Consequent experience and one reason or another keep one from teaching in New York City, Chicago or Los Angeles, but New York City is particularly difficult.

I'll give you a few of the traits we want to see in teachers. It is very hard to make a selection in one or two interviews. We want people who are energetic and enthusiastic and have close cultural sensitivity to teach a group of highly motivated children of divergent racial backgrounds. In addition, they must feel a commitment to what they are doing, and are accountable for what they are doing, for the buck has to stop at the school as far passing responsibility from one level to the other. Of course competence in Spanish is essential, and teachers who will work well with both paraprofessional and professionals in open ward areas. It is most interesting that even young inexperienced teachers have to go through a period of adjustment in open ward areas. We are all used to the traditional backslap patting protective environment which disappears in a learning area. You are always open to view; the children and the teachers. I remember one teacher telling me that every time she looked around she felt somebody was looking over her shoulder. I asked her what she had done about it and she said: "They are looking over my shoulder and there's nothing I can do about it". Not looking over their shoulder, they are in a competeless area. You know how interested we are in what our colleagues are doing. In the traditional school you wait in a junior high school like a soldier and moving from one room to the other, and if you are in the corridor may be you sneak and see what the teacher has on the blackboard or she does something to you. Here you don't have to do that, there are no hallways, and you can see immediately what the teacher is doing, how she motivates, how she gets the materials. There are no secrets in that school.

I know a lot of people are very much interested in instructional materials. That, as you know, is a tremendous problem. There are materials available in English, some we have been able to translate and adapt some of our own. There are teachers equipped and prepared to handle this very important aspect of material preparation, but interestingly enough, not all the publishers are. If material is prepared in Spanish, then they want to be able to distribute it countrywide, nationwide and I image worldwide also. This is the handicap under which we have to work; that the material has to be available in the two languages. And then we want material written in the socio-causal concept of the child, and that is not always available. We do utilize the paraprofessionals (I don't know if it is done in other states) some of whom, by the way, are paraprofessionals who come from Puerto Rico. They have received a high school

diploma in Puerto Rico. In some cases, a pareprofessional who is making $2.50 an hour is really contributing significantly to the professonal development of a teacher with a license who is making $8500.00 a year. And we know about it and the teacher knew about it and the paraprofessional knew that.

Let me go over an aspect that is particularly interesting to me. I will talk about what I consider a bilingual program of instruction. Just to reiterate sometimes you classify a child as bilingual largely because he has a Spanish speaking name. Or we classify him as bilingual because, as Clelia Belfrom said, he cannot learn in English. In our program this becomes important because we classify in accordance to dominance. A child may be Spanish dominant or English dominant. A Spanish dominant child largely holds his own in Spanish, and may speak some English. It does not necessarily follow that an English dominant child is an American continental Black child. The true bilingual is the person who can hold his own in the two languages, not someone who just refers to a few words in either language. In our bilingual program of instruction the program is not the type that uses Spanish as a crutch. For example, this is a program where the vernacular is used to facilitate the teaching of English in certain areas of the curriculum. I'm giving it this way: Providing abstract words in Spanish and trying to explain some of the difficult concepts in Spanish but everything else is done in English. In our program a Spanish speaking child gets all of his instruction in Spanish, and an English-speaking child gets all of his instruction in English, instruction in reading and the content areas of the curriculum, with the exception that the English-speaking child has half an hour of Spanish every day and two periods of mathematics a week in Spanish. The Spanish speaking child is taught in Spanish. Because English is the national language, we have increased the percentage of time to be devoted to English. The Spanish-speaking child is taught in Spanish. Because English is the national addition to that two language arts periods a week are devoted to English. Then they also have two periods of mathematics a week in English.

The children are grouped in reading, and the reason for this is that while it is an ungraded school, the whole structure facilitates grouping. We also group in language, and we must do so because we have Spanish-speaking children at different levels of language dominance. Some can read and write, others can make their wants and ideas known, but not very competently. We have Spanish-speaking children who need English, but some of them already know some English. Therefore, we must group in that language so that we can capitalize on the teacher's strength. We also do a great deal of teaching training, as you must realize, when teaching a language, teaching Spanish as a second language and teaching English as a second language. We are slowing this year the instruction in the teaching of mathematics in the second language, which we didn't do last year, since it is necessary to continue instituting concepts in the child's vernacular. The second language is used to conduct that part of the lesson that refers to the practice and drill in the mathematical process that was introduced. The applied subjects will be conducted in the second

language by the time the child has gained confidence and competence in it. We will determine whether the child is ready for this next year.

As children progress through the grade, the percentage of the school instructional time devoted to teaching in the second language will be increased and the vernacular will be decreased. When I talk about the vernacular it will be English or Spanish. By the time a first grade child reaches the fifth grade (my school goes from first to fifth) that child should be able to handle 40% of the instructional time in the second language. We have no kindergarten which is such a basic need. I am a firm believer that the earlier you introduce a child to a second language, the more successful he will be at it, and that applies to English or Spanish or French or Chinese. Desirably, by the time a child is in the seventh grade he should be able to handle 50% of his instructional time in both languages.

I was quite impressed by the Miami program. I visited classes from the kindergarten to the fifth grade. It was very difficult for me to identify the continental child from the Spanish-speaking child as far as the acquisition of Spanish was concerned. I don't know if I just talked to the brightest children, because a person who has more ability to recall will learn a language more successfully, but those continental chidren that I talked to were able to maintain a conversation with me in Spanish. The same thing happened with the Spanish-speaking children in English.

Community School 211 can be a very innovative, interesting and exciting program. It has dramatized the long felt and expressed need for a different approach to the teaching of the non-English speaking child in general and the Puerto Rican in particular. Very positive results are already in evidence in the entire school. I feel that the morale of my teachers is very high, and is higher than that of teachers of other schools where I have been teacher and administrator. The children are learning. The upgrading of the total reading program in Spanish and in English proves it. This is the result of our doing much grouping. All the teachers have a reading group. I am the only person who does not teach reading and I may do it some time. Every single person has a reading group in the morning. No one may have a preparation time at that particular time. Then we group within the learning areas, we group within the floor, we just group.

I think I have given much time to reading, but it is an interesting aspect. Our first grade children, by the time February comes around, several of them will be reading with the second grade children. This is what happened last year. We try not to have more than two grades, but some times we do have three grades. We have a third grader reading with a second grader and a first grader, so that the child moves in reading according to his achievement level and not according to his age or his grade.

When most of these children are back to school, the attendance of the school is excellent. There's a minimum of irregular attendance, which is another important aspect. The parents are pleased with the school. They come to the

school and the parents' meetings are well attended. We have visitors from other parents' associations who did not believe it, and who came and were quite pleased. It is not a segregated school in terms of its being a Puerto Rican school and a Black school. It is a Puerto Rican school and also a Black school. The neighborhood where we live has many Puerto Rican families who are Spanish-speaking and American families, most of them Black families.

The Puerto Rican Spanish dominant child is learning, but at the same time he is exposed to English. No one is hopelessly trying to teach skills and concepts in a language he doesn't understand. In traditional pattern schools if any teacher used Spanish to teach, she usually did it after she closed the door because she was kaput. You did not teach in the language of the child and it really did not make sense. We talked about readiness to develop vocal facility in the child before he was introduced into the reading program, but this valuable pedagogical concept was never followed as far as the Puerto Rican child was concerned. The teacher developed the verbal facility, yes, but with the English-speaking children, so the poor little Spanish-speaking children just sat and hoped to catch some of the meaning of what the teacher was trying to say.

The Black child profits from excellent teaching group work and exposure to a second language, the learning of which has been one of the rewards for being intellectually gifted or being rich. In this school he has the opportunity of acquiring an additional skill which will provide richer experiences for him, as well as the opportunity of increasing his options in the labor market.

The Black child and the Puerto Rican child are learning to recognize the value of each other's cultural background, heritage: the Afro-American, the Caribbean and the Afro-Caribbean. These experiences are daily interwoven into these curriculums.

We are in our district, Community School, District 12, and the school where I am really very proud to be principal. We feel that we are at the vanguard of the cultural true valism movement which is sweeping our country, I hope, and I like to think that it is. This is the hope all of us see as the possibility of fulfillment in our bilingual schools and bilingual program. We really hope that the program will develop and grow not only in the city of New York, but in the nation as a whole.

DR. MÉNDEZ

Thank you, Miss Rivera, for your interesting presentation of the bilingual program at P.S. 211.

Dr. James Alatis, our discussant, is Associate Dean of the College of Languages in Georgetown University. He is the Permanent Secretary of TESOL, the professional organization of Teachers of English as a second language. And he for many years has been associated with programs of English as a second language. He will lead the discussion period.

DR. JAMES ALATIS

Thank you, Dr. Méndez. What an act to follow indeed! The five beautiful ladies have really left not much for me to cover, perhaps I should just sit down and start the discussion.

There is an unfortunate polarization which seems to be developing between teachers of English to speakers of other languages and their Bilingual Education colleagues. I should like to dispel some of the misconceptions that may be contributing to this polarization.

First, we must not lose sight of the fact that among the main characteristics of the teaching of English as a second language in the United States has been the fact that this field has from its inception been inextricably intertwined with the field of linguistics. It is natural, therefore, that following our friends, the linguists, we in the field of English as a second language have placed great importance on the primacy of language. However, it must be remembered that the first linguists were also anthropologists and that by definition, or rather, by profession, were also interested in the culture of any language that they might be studying. Further, the linguists contributed to our view of language their scientific attitude which insisted upon the objective observation of facts and began with the dispelling of myths, misconceptions, and prejudices about language which has often been used by people who were in important positions to assert their superiority over those less fortunate than themselves. The linguists felt that all languages were worthy of study in and of themselves, and that each language was specifically well suited to carry on the business of the culture whose vehicle of communication it was. Among the most important contributions that linguistics has made to the teaching of English as a second language is the notion of contrastive analysis, and we must emphasize here that the linguists and those who followed them insisted upon both a contrastive linguistic analysis *and* a contrastive cultural analysis of source and target languages and cultures.

In view of these facts, it is somewhat surprising to hear some of our colleagues accuse teachers of English as a second language of "linguistic imperialism" and "cultural aggressiveness." These accusations are simply not well founded. Taking the lead from their friends, the linguists, teachers of English as a second language have always held an "additive" rather than a "replacive" philosophy when they have taught English as a second language or second dialect. That is, they have attempted to add a new register of language to a student's repertoire rather than to eradicate or replace a register which he already possesses. They have hoped to impart to their students the ability to switch codes instinctively, so as to use that language or that dialect which is most appropriate and which evokes the greatest amount of cooperation and the least amount of resistance in any given situation. A majority of teachers of English as a second language have been and still are bilingual and bicultural individuals themselves. Certainly a profession which has such leaders as Mary Finocchiaro cannot be accused of trying to impose linguistic and cultural pat-

terms of any one group upon any other. Further, teachers of English as a second language have always recognized the dual language and dual cultural basis of bilingualism.

Teachers of English as a second language have also been accused of going about their work in a mechanical and unfeeling manner. They are accused of overemphasizing drills, mimicry, and memorization to the denigration of the cultural, literary, and humanistic aspects of the language they were teaching, or to the exclusion of considerations of student motivation and aptitude. This criticism, too, is unfair and ill founded. In May of 1970 a conference was held during which a statement of qualifications and guidelines for preparation of teachers of English to speakers of other languages was prepared. I should like now to read to you from the Foreword that was developed by Dr. Albert H. Marckwardt to accompany these guidelines:

> Teaching English as a second language has been an educational activity in this country for more than three hundred years. Only in the last twenty-five has it become a profession, making systematic application of a collected body of knowledge combined with learning theory. Its importance has been heightened by the critical role of the English language in the nation's educational process and by the unfortunate circumstance that ethnic and racial minorities have not always been well served by classroom practices designed for native speakers of English.
>
> The teacher of English as a second language has a difficult task. He must set the goals of achievement for his pupils higher than those of his colleagues in the modern foreign languages, yet he must adopt certain of their practices. For those whom he teaches, a working command of English is an educational essential, but this command must be acquired through methods which differ from those customarily employed by the teaching of English to native speakers of the language. In essence, this constitutes the case for a special pattern of preparation of teachers of English as a second language.
>
> . . . We have set forth the principles which follow in the form of general guidelines which emphasize personal qualities, attitudes, skills, experience and knowledge rather than courses and credit hours. The formulation represents the consensus of a number of leaders in the field of teaching English as a second language, drawn from all levels of instruction and supervision, representing a broad range of experience and points of view.
>
> Despite the fact that these guidelines are intended to be applicable to teachers at any level, one cardinal principle has been rigidly observed throughout, namely that the teacher of English as a second language should have the same general academic preparation as teachers of other subjects at comparable levels. Thus, it is assumed that an elementary school teacher with English as a second language responsibilities should have a solid preparation in the language arts. The English major should constitute the core of the training of the teacher in the secondary school. Those who engage in teaching English as a second language to adults must have a broad background in liberal arts.

Although there are these elements in their preparation which teachers of English as a second language share with others, the uniqueness of their education responsibility must not be overlooked, nor should we forget that the guidelines set forth here are designed to prepare teachers for this particular task... In their present form they represent the best effort of which the authors were capable to develop the outlines of a program both humanely and scientifically oriented toward the achievement of a highly specific but nevertheless a socially critical educational goal.

Following is the tentative set of the guidelines which were developed:

1. The Teacher of English as a second language should have personal qualities which contribute to his success as a classroom teacher, which will insure understanding and respect for the students and their cultural setting, and which will tend to make him a perceptive and involved member of his community.
2. The Teacher of English as a second language should demonstrate proficiency in spoken and written English to a level commensurate with his role as a language model. His command of the language should combine the qualities of accuracy and fluency; his experience of it should include a wide acquaintance with writings in it.
3. The Teacher of English as a second language should understand the nature of language, the fact of language varieties—social, regional, and functional—the structure and development of English language systems and their relations to culture of English-speaking peoples.
4. The Teacher of English as a second language should have had the experience of the learning of another language and a knowledge of its structure, and be provided with a conscious awareness of another cultural system related, if possible, to the population with which he is working.
5. The Teacher of English as a second language should have a knowledge of the process of language acquisition as it concerns first and subsequent language learning and as it varies at different age levels.
6. The Teacher of English as a second language should have an understanding of the principles of language pedagogy and the demonstrated ability to apply these principles as needed to various classroom situations and materials.
7. The Teacher of English as a second language should have an understanding of the principles and knowledges of the techniques of second language assessment and interpretation of the results.
8. The Teacher of English as a second language should have a sophisticated awareness and understanding of the factors which contribute to the life styles of various peoples, demonstrating both their uniqueness and interrelationships in a pluralistic society.

These guidelines demonstrate that the field of English as a second language and bilingual and bicultural education are thoroughly compatible. Indeed, English as a second language is an essential component of any good bilingual education program. The mother language and culture are equally essential. What we need is a coalition of teachers of English as a second lan-

guage and specialists in bilingual education who would work together toward a common purpose, and that purpose is to help thousands of children here in Puerto Rico and on the mainland as well to reach their full potential as citizens of our increasingly complex and troubled society. This is a plea for unity and brotherhood. We need each other. Let us not work at cross purposes.

Now, any questions from the members of the panel or from the floor?

UNIDENTIFIED SPEAKER

Would you please say a few more words about the necessity of E.S.L. in the bilingual program, since I met many people at a conference in New York who felt one program eliminates the need of the other. I think that you have already said it in general, but specifically, because I do hear this all the time, and they are not in conflict.

DR. ALATIS

I'll answer briefly. My final statement would have been that ESL and bilingualism are throroughly compatible, one cannot exist without the other. Let's work together for the common purpose. If we don't hang together, we'll certainly hang separately.

UNIDENTIFIED SPEAKER

What can we do to help the relatively small number of Puerto Ricans living in some of the towns that are small? In our town we have English as a second language, but in each classroom we have may be two Puerto Rican children. So these children are taken out twice a week (this year I think they are taken out three times) and English is being taught as a second language. However, I want to know what can be done to help the attitude towards the Puerto Rican children. In this town there is a very poor attitude and, of course, these children are rejected in many instances. And even though they are learning English as a second language, the whole attitude towards them is very poor. What can be done to help this situation?

DR. BELFROM

As a former director of one of the human relations workshops in Puerto Rico, this could have been my first answer: You got to get your teachers to visit the island, you've got to get them down here, you've got to get them into the areas where the children come from. Attitudes we know are the hardest things to change, we hate each other. I found when I used to bring the teachers on workshops, teachers hated supervisors, we all hated guidance counsellors and we all hated the superintendent as an SOB. You have to work on changing attitudes, not only on the teachers, but the whole community. The sore people, etc., this kind of thing is what we had been talking about the last few days. Children can't learn in this kind of climate.

DR. MÉNDEZ

Will the people who wish to visit schools or any other organization, see Mr. Gutiérrez in the office.

DR. FINOCCHIARO

Just one more word. Some of the materials that I discussed this morning, we cannot expect the classroom teacher to prepare them. I think this is a task our boards of education and federal agencies (I don't care who it is) cannot expect the classroom teacher to produce. No human being can go home and prepare materials every night in seven curriculum areas for even three levels of literacy. I think we got to get at the boards of education to send these materials into the school. The teacher can adapt for each child and for the classroom subject in which he is reading.

UNIDENTIFIED SPEAKER

I wish to ask Miss Rivera how you determine placement in your school, in other words, how do you place the children in the Spanish-speaking group or the English group.

MISS RIVERA

I think you are talking about the English dominant and the Spanish dominant. We have a form for the teacher to use with the children that do not read or write, where they are asked the times they are exposed to the language, the times they actually read the language, the times that they speak and write the language. We ask about the parents and the people about them, if the father uses the language with the mother and the community. I think this form comes from Florida. But we use it as a uniform devise. It's a questionnaire that the child answers. If the parent cannot read or write, the teacher or the paraprofessional does it with the child. The determination depends on the score. Of course we can follow people's judgement, which is excellent, but we like to have something to go by that is uniform for the school.

RECRUITMENT AND TRAINING OF TEACHERS OF ENGLISH FOR SPANISH SPEAKING CHILDREN

OCTOBER 21, 1970

8:30 to 10:00 A. M.

DR. GALLARDO

This morning we have Dr. José C. Cáceres as presiding officer. Dr. Cáceres is one of those teachers who started in the lower levels of the school system and through his endeavors and study eventually was invited to become a member of the Faculty of the School of Education of the University of Puerto Rico. At present he is the Dean of this school.

Dr. Cáceres is one of these people who do not make much noise, but he produces. It is my pleasure to present Dr. José C. Cáceres.

DR. CÁCERES

I am very happy to be with you this morning and bring you greetings from the Faculty of the College of Education of the University of Puerto Rico. Throughout the years, specially for nearly seventy years we have been engaged in the training of teachers for the public schools of Puerto Rico. At the present time we are not the only ones preparing teachers in Puerto Rico; we share this responsibility with other schools of the island, both private and public. In the past we trained teachers for Puerto Rico only; now, because of the Puerto Rican migration a number of our graduates serve in the schools on the mainland. Every year mainland educators visit us to recruit our graduates and we send a number of them to teach in the States. We do not like them to leave but they are needed there, even though they are needed here too.

Throughout the years the College of Education has helped in a number of ways in the education of Puerto Rican children on the mainland. Beside training teachers, we have also conducted special seminars and institutes for students from the mainland. At present we have a number of students from stateside universities who spend a year with us, then they return to their universities to finish their studies. We expect to expand this program and send some of our juniors to study on the mainland and return to us as teachers of English.

We are also engaged in a program for the preparation of bilingual teachers. In this program we have benefited greatly from your experience. Students in this program, who are graduates of stateside high schools are being trained at the College of Education while they serve as auxiliary teachers of English in the public schools. My impression is that they are doing an excellent job.

This morning the discussion of the training of teachers of English for Spanish-speaking children will be in charge of three distinguished educators.

They are Dr. Aida Candelas, a native of Puerto Rico, graduate of the University of Puerto Rico, with master's and doctor's degrees from Columbia University. Her field of specialization is the teaching of English as a second language and applied linguistics. She pursued studies at the School of Linguistics in Edinburg, Scotland, in the summer of 1966. In 1943 she started her teaching career in our public schools. In 1948 she joined the faculty of the College of Education, where she has held a number of positions. At present, she is Professor of Education, specifically English education, and Director of the Department of Curriculum and Teaching, a member of the Academic Senate and has been Director of two summer institutes. Dr. Candelas belongs to the Puerto Rico Teachers Association, National Council for Teachers of English, Teachers of English to Speakers of other Languages, and National Education Association. In 1954 her dissertation was published by the University of Puerto Rico and it has been used as a textbook in the courses on teaching English as a second language. She has published several articles on aspects of the teaching of English in Puerto Rico.

The second speaker will be Dr. Emilio Guerra, Professor and Head of the Division of Foreign Languages and International Education at the School of Education of New York University, where he directs the graduate program for bilingual teachers. During the past thirty years he has served as teacher and administrator at all levels from the elementary school to the university graduate school of education. For several years he was in charge of the teaching of English as a second language in all the academic and vocational high schools in New York City. In addition he has served as visiting professor in universities in Argentina, Chile, Ecuador, Guatemala, and Perú. He is the author of several textbooks and professional articles. Dr. Guerra has been actively working for the education of Puerto Rican children on the mainland since 1939 when he instituted a special school and community program at the Franklin High School.

The third speaker is Mr. José A. Vázquez, at present Assistant Director in charge of the Bilingual Program in School and Community Relations, New York City Board of Education. He is a graduate of Interamerican University in Puerto Rico, has a master's degree and a professional diploma from Columbia University. He is a former supervisor of bilingual teachers in School and Community Relations.

I am delighted to present your first speaker, Dr. Aida Candelas.

DR. CANDELAS

This morning I am going to discuss the program for the teaching of English in Puerto Rico, specially our latest approach to the teaching of English as a second language. I have worked out at least three basic points in my paper. 1) I want to give you first of all a brief historical background on the problem of English; 2) I want to introduce a few problems which are very important and relevant to all teachers of English in Puerto Rico; 3) I will

consider the steps we have attempted, and are attempting to improve the teacher of English in Puerto Rico.

Sixty six years ago, on June 26, 1904, about five hundred Puerto Rican teachers boarded two transports via Boston and New York through arrangements made by Commissioner Samuel Mc Cune Lindsay with the president of Harvard and Cornell Universities, and arrangements with the War Department to have these teachers transported to the United States at a charge of a dollar a day while on the government transport.

The mainland universities left nothing to be desired in their efforts to serve this group of teachers; and after six weeks of residence work, they left for Philadelphia and from there on to Washington.

At the White House they were received by President Roosevelt whose cordial reception and words made a deep impression on them. He said to them:

> We must have education in its broadest, deepest sense — education of the heart and soul, as well as of the mind— in order to fit any people to do its duty among the free peoples of progress in the world. And I trust that you here, you teachers, you men and women, engaged in preparing the next generation to do its work, realize fully the weight of responsibility resting upon you. Accordingly as you here in this room and your colleagues do your work well or ill depends as to how the next generation of Puerto Ricans shall do their work in the world..., and I hail you here because you represent that great body of your fellows in Puerto Rico, who are making every effort to fit themselves physically, mentally, and morally to do the best work of which they are capable in the world. I greet you and welcome you here."[1]

Let me return to you these words of greetings, encouragement and advice this morning at San Juan, Puerto Rico, sixty years after they were so wisely expressed by President Roosevelt.

The President was right when he mentioned the effort made by Puerto Ricans to fit themselves physically, mentally, and morally to do the best work of which they are capable.

A hasty look at our island, that I hope you will have a chance to see, will show you that we have come a long way regarding education and teacher preparation in Puerto Rico.

1. A long way from the year 1899 when the census showed a school population of 322,393 and a total enrollment in the public schools of 92,172 (about 9.2% of the school population). This year, Secretary of Education, Dr. Ramón Mellado has announced officially that the enrollment for the academic year 1969-1970 is 760,900 students in public and private schools (about 82.5% of the school population).

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1. Osuna, J. J. *A History of Education in Puerto Rico*, Editorial de la Universidad de Puerto Rico, Río Piedras, P. R., 1949 (p. 170).

2. We have come a long way regarding teacher preparation in English from the academic year 1919-1920 when de Department of Education issued 227 English licenses and 116 certificates. By 1970 the Department of Education has issued more than 2000 licences and certificates for teachers of English.

3. We have come a long way from October 1, 1900 when our first Normal School opened at the city of Fajardo with a faculty of five trained teachers. At present this Normal School has turned into what is today the University of Puerto Rico at Rio Piedras, with a Faculty of 2,567 and a total enrollment of 57,837 students.

4. We have come a long way from the salaries paid in 1903 in the regular scale when teachers of English were fixed at $40.00 a minimum and $60.00 a maximum. At present the minimum salary received by teachers of English with a certificate is about $325.00 per month.

All these dramatic changes in figures give us a feeling of satisfaction and pride for what our predecessors have done in the enormous task of educating our people in Puerto Rico. Nevertheless, we must admit that this big task is still ahead of us and that we should not rely on what has been accomplished in the past. We have inherited some very complex problems, some of which have been partly solved, others are on the way of being solved and others will not be solved in the near future.

II. Some of the problems faced by the teachers of English in Puerto Rico

We can mention among the most significant problems affecting the teaching of English of Puerto Rico, the following:

1. The bilingual problem of the educational system and the role of both English and Spanish in this system.

Fortunately for the Puerto Rican people, the controversy over the roles of English and Spanish in the educational system has been apparently solved by agreement of all concerned that Spanish should be the vehicle or means of instruction in all levels of the public school system in Puerto Rico. English should be taught and intensified as subject of the school curriculum from first grade to college.

Historically this issue wasted considerable efforts of educators and administrators. It took the Puerto Rican people and the U. S. government more than fifty years to bring about a reasonable solution to the language problem which lately has been settled by recognizing that Puerto Ricans should learn their subject matter fields in their native language, and by accepting that English is an asset of inestimable value to the people of Puerto Rico and thus, should be recognized as a basic need of the school curriculum.

As stated by Harold L. Ickes in a letter he sent to Dr. José M. Gallardo, former Secretary of Education:

> The question of teaching English in Puerto Rico is easily misinterpreted both here in the mainland and in Puerto Rico. This is largely because any pronouncement on the subject immediately raises fears in Puerto Rico that there is to be some official attempt to deny the use of Spanish and, contrarywise, fear in the mainland that all efforts to increase English in Puerto Rico are to be abandoned completely[2]

2. Political status of Puerto Rico

It is impossible to understand the history of education and especially the teaching of English without taking a look at the political history of our country. The political issue is so deeply rooted in the minds of Puerto Ricans that many times it has obscured and confused issues that are of a non-political nature, i.e. the language problem. It took Puerto Ricans more than half a century to decide on the role of Spanish and English and this great delay has caused a great lag in our school system.

Indecision as to the political status of the island will continue to delay the solution of the bilingual problems faced by this country. Such menace can be prevented by an honest and professional attitude on the part of educators and the realization of our people that learning English, whether for instrumental or useful purposes or for integrative or cultural purposes is a basic need of the Puerto Rican people if they are going to continue moving up the social, economic, political and cultural ladder. In a democratic country like ours, every citizen must have equal opportunity to develop fully and thus English should be an essential part of the school curriculum.

3. Overpopulation

Puerto Rico is a densely populated land. At present we have about three million inhabitants, an average of more than 800 persons per square mile.

The overpopulation problem has given rise to such educational problems as double enrollment, interlocking, teacher scarcity, and lack of school facilities, all of which affect adversely the quality of education. Like all other subjects of the curriculum, the teaching of English has suffered from all these problems.

4. The geographic location of Puerto Rico

Puerto Rico is separated from the U.S. mainland by a great body of water that handicaps interaction between the people of these countries. Our only means of transportation to the United States is mostly through air and this curtails the proper interrelationship that is essential for language learning.

5. Scarcity of teachers of English

From the year 1899 to the present the needs for more and better teachers of English has been a constant problem of the educational system. All Secretaries of Education have made their utmost efforts to improve the preparation of English teachers through teacher conferences, institutes, summer and extension courses, travelling abroad, and direct supervision of classroom teachers by English supervisors.

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2. Osuna, J. J. *Op. Cit.*, p. 389.

III. Attempts to improve teachers' preparation and teaching English in Puerto Rico

1. Change from the reading approach to the "aural-oral" approach of teaching

Early in 1948-49 the Department of Education started a radical change in the teaching of English in the public school system. It adopted the "aural-oral" approach, discarding the reading approach to teaching English which had predominated in all schools. This by no means implies discarding the teaching of reading in both elementary and secondary schools. A series of teacher conferences, demonstration and observation classes were conducted throughout the island in order to acquaint teachers with modern principles of second language teaching.

The College of Education of the University of Puerto Rico has contributed with professional courses in teaching English to speakers of other languages since the year 1945 when the first course in teaching English as a second language was offered.

This year the College of Education is implementing for the coming semester of the academic year 1970-71 a new specialization in Teaching English to Speakers of Other Languages which will be offered at the undergraduate level for teachers specializing in teaching English. This group of teachers will be selected from among those students taking a B.A. in Education who are near native speakers of English. The specialization will be offered to teachers of both levels and consists of 67 credits in General Education, 36 credits in courses of English and English Education, 17 credits in professional education and 9 free electives.

This program aims at a balanced preparation of English teachers where the language components of literature, linguistics, grammar, reading, and methodology are properly integrated in professional courses. (See Appendix)

We hope that such a program will provide future teachers of English with the perspective and skill that are needed to teach a foreign language.

2. NDEA English Institutes

The College of Education of the University of Puerto Rico and the U.S. Office of Education sponsored three summer institutes during the summers of 1965, 1967 and 1968 for teachers of English from the intermediate and secondary school levels. These institutes were most successful in bringing together a group of enthusiastic and bright young teachers who shared a common rationale for language learning and language teaching, teaching materials and techniques and problems related to the teaching of adolescents.

As a result of these language institutes a proposal for a graduate program for teachers of English is being implemented now on an experimental basis at the Graduate School of the College of Education.

3. Other experimental programs for teachers of English

a. Teacher Corps Program

This is cycle V of a series of Teacher Corps programs that have been sponsored by the Federal Government, the University of Puerto Rico and Inter American University.

This year forty-eight corps members of whom forty-one will be interns or teacher trainees and seven will be team leaders or master teachers are now being oriented in teaching English to speakers of other languages.

The main goals of this program are:

(1) to improve teacher education programs at the universities

(2) to sponsor innovations in the use of materials and methods in teaching the disadvantaged child

(3) to adapt the curriculum to meet the needs of the individual child

(4) to correlate the teaching of Spanish and English

(5) to involve the community in the educational and social activities of the school.

At the end of this program which will last until 1972 the corps members will have developed the skills and attitudes needed to understand and teach English effectively to children from underpriviledged areas.

b. Bilingual Program for Teachers of English for Grades one to three of the elementary school

This program has been conceived and made feasible through the initiave and efforts of Dr. Ramón Mellado, our Secretary of Education. It aims at the satisfaction of a basic need of the educational system regarding good English models.

A group of about two hundred students from high school graduates or a few with some college credits, most of whom were educated in the public schools of New York City, were enrolled at the University of Puerto Rico and Catholic University at Ponce during the summer of 1969. They had an intensive summer institute where they were offered a course in Methods for Teaching English to Speakers of Other Languages in team teaching with a teacher in educational psychology. They also had a workshop for the appraisal and preparation of teaching materials and as an application to the theory exposed in the professional courses, they were also given the opportunity to participate in observations and demonstrations of English classes in grades one to three. After the summer training these teachers were hired by the State Department as provisional teachers to teach English in grades one to three and have continued taking Extension courses on Saturdays and evenings in order to complete their work toward a degree.

The enthusiasm with which these young teachers have worked in courses day by day and the reports of their teaching performance have been called excellent by most supervisors of English.

We hope that through this group of teachers our children will be exposed to good English models and through this we hope to improve the quality of English in our schools.

I believe it is fair to acknowledge our thanks to the New York public school system and to other mainland cities who have prepared these young students and thus have helped in the solution of one of our most vital problems in education: language instruction.

IV. Ideas for future consideration on this problem

Following are some general recommendations regarding teaching English and teacher preparation in Puerto Rico.

1. A continued attempt should be made through the joint effort of the State Department, the University of Puerto Rico and the U.S. mainland universities to share their experiences in the education of teachers of English to speakers of other languages. Some activities suggested to attain this are the following:
   a. Intensification of Exchange Programs of teachers of English organized jointly by the State Department of Education, the universities of the Island and U. S. mainland universities.
   b. Summer English Institutes of different grade levels where teachers can share common experiences in teaching.
   c. Undergraduate and graduate programs with specialization on English to Speakers of Other Languages
   d. Teacher conferences and lectures of guest speakers and specialists in the field sponsored by the various universities.
2. Teaching materials available for teaching English as a second language should be appraised by competent English teachers and used along with the materials prepared by the State Department of Education. This will enrich considerably the English curriculum and will provide for a more flexible program for the teaching of English.
3. All teachers of English should adequately master the basic skills of the English language and in addition must have a thorough understanding of the nature of language and how it is learned. Besides, they must have a thorough understanding of the field of linguistics and its practical application to teaching.
4. English teachers should be provided with electronic equipment and audiovisual bilingual materials and the proper teaching techniques to make the best possible use of all of these.

5. English teachers should understand their role as interpreters of a different culture to a group of children or adolescents whose ways of living are different. An integrative approach to teaching English rather than an instrumental approach should be the goal of all concerned with teaching English. This will provide the Puerto Ricans with the means of appreciating and understanding a different culture which will in turn enrich their own way of living.
6. Puerto Rico lends itself for a rich and significant language laboratory. Its geographical position and the role and interaction of two languages like English and Spanish provide an excellent opportunity for educators and language specialists to engage in serious and very much needed research in the fields of bilingualism and linguistics with special attention to problems of Spanish and English structures and foreign language teaching.

Let us hope that we move forward toward this goal.

SAMPLE PROGRAM

Elementary School Level

First Year

	Credits
Basic English 1-2	6
Humanities 1-2	6
Social Sciences 1-2	6
Biological Sciences 1-2	6
Spanish 1-2	6
Mathematics 3-4	6
	36

Second Year

Educ. 208-Social Foundations of Education	3
Humanities 101-102	6
Eng. 231-232-Expository Writing	6
Eng. 121-122-Introduction to Literature (or substitute)	6
Eng. 107-Phonetics and Phonemics of American English	3
Eng. 254-American Literature from Emily Dickinson to the Present	3
Spanish 101-102	6
Physical Sciences 1-2	6
	39

Third Year

Eng. Educ. 231-Basic Principles in Teaching English to Speakers of Other Languages	3
Eng. Educ. 337A-Methods and Tecniques for the Teaching of English to Speakers of Other Languages in the Elementary School	3
Educ. 239-240-Human Growth and Development	6
Art 104-	2
Music 104	2
English 350-Introduction to the Study of Language	3
Eng. Educ. 385-Linguistics and the Teaching of Reading	3
Eng. Educ. 365-Contrastive Analysis of English and Spanish as Applied to the 8eaching of English to Epeakers of Other Languages	3
Electives	6
	31

Fourth Year

	Credits
Educ. 231-Student Teaching in the Elementary School	5
Educ. 308-Philosophical Foundation of Education	3
Educ. 331A-Workshop for the Preparation and Appraisal of ESOL Materials (Elementary School Teachers)	3
Educ. 340-Literature for Children	3
History 253	3
Educ. 340-Literature for Children	3
Eng. 352-The Grammar of Modern English: Sentence and Clause Structure	3
Electives	6
	26
TOTAL CREDITS	132

Free electives – 6 credits
Directed electives – 3 credits in literature courses on the 300 level.

SAMPLE PROGRAM

Secondary School Level

First Year

	Credits
Basic English 1-2	6
Humanities 1-2	6
Social Sciences	6
Biological Sciences 1-2	6
Spanish 1-2	6
Mathematics 3-4	6
	36

Second Year ....

Educ. 208-Social Foundations of Education	3
Humanities 101-102	6
Eng. 231-232-Expository Writing	6
Eng. 121-122-Introduction to Literature (or substitutes)	6
Eng. 107-Phonetics and Phonemics of American English	3
Eng. 254-American Literature from Emily Dickinson to the Present	3
Spanish 101-102	6
Physical Sciences	6
	33

Third Year

Eng. Educ. 231-Basic Principles in Teaching English to Speakers of Other Languages	3
Eng. Educ. 337B-Methods and Techniques for the Teaching of English to Speakers of Other Languages in the Secondary School	3
Educ. 239-240-Human Growth and Development	6
Art 104	2
Music 104	2
English 350-Introduction to the Study of Language	3
Eng. Educ. 385-Linguistics and the Teaching of Reading	3
Eng. Educ. 365-Contrastive Analysis of English and Spanish as Applied to the Teaching of English to Speakers of Other Languages	3
Electives	6
	31

Fourth Year

	Credits
Educ. 329-Student Teaching in the Secondary School	5
Educ. 308-Philosophical Foundation of Education	3
Educ. 331B-Workshop for the Preparation and Appraisal of ESOL Material (Secondary School Teachers)	3
History 253	3
Educ. 307-Literature for Adolescents	3
Eng. 352-The Grammar of Modern English: Sentence and Clause Structure	3
Electives	6
	26
TOTAL CREDITS	132

Free electives – 6 credits.
Directed electives – 3 credits in literature courses on the 300 level.

DR. CÁCERES

I take pleasure in presenting Dr. Emilio R. Guerra, our next speaker.

DR. EMILIO R. GUERRA

It is my purpose to address myself to the subject Training Teachers for Spanish-Speaking Children on the Mainland.

As the number of bilingual programs grows by geometric progression in mainland schools, the need for properly qualified and adequately trained teachers becomes more acute. Yet to date teacher-preparing institutions have done relatively little to train speakers of languages other than English to teach in their first language or mother tongue. In the summer of 1961 Gérard Brault directed at Bowdoin College the first institute for native speakers of French. In 1962 George Ayer of the University of Texas at Austin directed an institute for native speakers of Spanish, and in the summer of 1968 Theodore Andersson, directed – also in Austin – an institute for native Spanish-speaking elementary school teachers planning to teach in bilingual programs. Currently several additional bilingual institutes are being planned, and hopefully, their number will increase each year.(1) During the past year the School of Education of New York University established a new graduate program for teachers and

supervisors who are engaged or expect to be engaged in bilingual education on all levels. Another teacher training program especially designed for prospective bilingual teachers who, without the help provided by this program, would not be able to go to college, is the one called Teacher Excellence for Economically Deprived and Cuturally Differentiated Americans, directed by Dr. Guy C. Pryor of Our Lady of the Lake College, San Antonio, Texas.

A similar program under the direction of Dr. Dorothy Hurst Mills is in operation in Chapman College, Orange, California. In addition, several universities have been specializing of course in preparing teachers of English as a second language (E S L) for some time. Among these are: the University of Texas; Georgetown University; the University of Michigan; New York University and the University of California at Los Angeles, to name a few. Many of the teachers trained in these institutions, however, are foreigners preparing to return to their respective countries to teach English. They are thus not available for bilingual programs in the United States. Moreover, we must hasten to point out that although the teaching of English as a second language (T E S O L) is usually an important component of a bilingual education program, it alone will not solve all of the problems involved in educating the bilingual child.[2]

The Bilingual Education Act (B E A) was signed into law by President Lyndon B. Johnson on January 2, 1968. To date, unfortunately, however, a discussion involving such terms as "bilingual education", "bilingualism" and "bilingual" soon reveals many strikingly different concepts that educators and the general citizenry have of them.[3]

Thus, in referring to the development of adequate bilingual programs, and to the major difficulties which are encountered in the process, Andersson put it in rather amusing fashion when he wrote:

> "A successful design must be bilingual to satisfy linguists, bicultural to satisfy sociologists and anthropologists. It must be suited to the particular age of the children involved to satisfy developmental psychologists and early childhood specialists. It must be integrated to satisfy taxpayers, interesting to satisfy children, and convincing to satisfy teachers, functional to satisfy administrators, testable to satisfy research designers, effective to satisfy psychologists, economical to satisfy texpayers, interesting to satisfy children, and convincing to satisfy the general public. In short, if a bilingual program is to satisfy so many special interests, it should be designed by a team of specialists from many different disciplines."[4]

That some bilingual programs have been less than satisfactory in the past has been attested to by Ott[5] who maintains that some obvious weaknesses of these programs were over-emphasis of English language skills; underestimating the power of the Spanish culture and the beauty of its language; and the lack of precisely the right mix or balance in an educational program which will fully develop the bilingual child and harmonize the two cultures in which he exists.

It is important, at this point, therefore, before we try to consider the training of teachers for the education of the Puerto Rican bilingual child on the mainland, that we arrive at an acceptable definition of what bilingual schooling is in rather broad terms: This has been given in the Draft Guidelines to the Bilingual Education Program as follows:

"The Bilingual Education Program is designed to meet special educational needs of children three to eighteen years of age who have limited English-speaking ability and who come from environments where the dominant language is other than English. The concern is for children in this target group to develop greater competence in English, to become more proficient in the use of two languages, and to profit from increased educational opportunity. Though the Title VII program affirms the primary importance of English, it also recognizes that a child's mother tongue which is other than English can have a beneficial effect upon his education. The mother tongue, used as the medium of instruction before the child's command of English is sufficient to carry the whole load of his education, can help to prevent retardation in school performance. The literacy thus achieved in the non-English tongue, if further developed, should result in a more liberally educated adult.

Bilingual education is instruction in two languages and the use of those two languages as mediums of instruction for any part of or all of the school curriculum. Study of the history and culture associated with a student's mother tongue is considered an integral part of bilingual education.(6)

It thus becomes evident that the teacher's task in a program of bilingual education is indeed a challenging one, requiring a considerable degree of specialized training. Although we are fortunate in the United States in having great concentrations of persons who speak natively many languages other than English, the disconcerting truth is that most of these speakers are undereducated in their language and almost entirely untrained for this specialized task. Even those among them who are already teachers have usually received their education and their teacher training in English, not in their mother tongue. When suddenly called on to teach bilingually, they often feel unequal to the task.(7) Very often this feeling will be found to exist to an even greater degree among teachers whose mother tongue is English and who have been engaged to teach in bilingual programs not out of choice but out of necessity.

Unfortunately, very often it is the low man on the totem pole, the relatively inexperienced teacher, who is asked to teach the non-English-speaking pupil in the inner city school because some teachers with more training and experience prefer not to accept the challenge.

What qualifications should teachers have for programs of bilingual education? As far as we know, no really official definition has been advanced to date although Andersson and Boyer suggest that the Statement of Qualifications of Teachers of Foreign Languages prepared by a group of modern foreign language teachers under the sponsorship of the Modern Language Association of America are largely applicable. These deal with the measurement of teacher qualifications in several areas — listening comprehension, speaking, reading,

writing, applied linguistics, culture and civilization, and professional preparation, as measured by the Modern Language Association Foreign Language Proficiency Tests for Teachers and Advanced Students.[8] Although these go a long way toward meeting the challenge of bilingual education, they do not by any means satisfy the requirements completely. Bruce Gaarder and his Working Committee II mentioned some important additional ones such as:

"All teachers of young children should be thoroughly familiar with the processes of child growth and development".

"The teacher should be a literate native speaker of the standard dialect and if possible of the student's variant of the language. For work at the high school level and above, the teacher should have learned through the medium of the second language the subject matter to be taught".

"The mother tongue teacher must, above all, know how to cope with dialectal variations, without disparagement of the student's idiolect and free of the misconception that the parents' speech is a serious impediment at learning".[9]

At a conference devoted to bilingualism held in El Paso, Texas[10] the recommendations were made by Pascual[11] that teachers engaged in bilingual education understand: (1) the nature of language; (2) the nature and kinds of interference from one language to another; (3) thought processes and language acquisition; (4) language and its relation to concept development; (5) phonology, morphology, and syntax; (6) methods and techniques of language instruction; (7) materials for language instruction.

Sharp[12] makes a plea for a teacher who is well prepared to meet not only the linguistic aspects of her task, but also the basic problems of intercultural communication posed by non-English speaking children. The teacher should be able to understand the "cultural world" that the children bring with them to school. In dealing with economically underprivileged pupils, she should initially base her lessons upon materials, realia and cultural contexts familiar to her charges. She should, however, in the course of the school year seek to expand her students' cultural world by the judicious use of actual objects brought into the classroom; pictures, films and field trips. This broadening of the pupils' horizons should not be one-sided: it should include, on the one hand, an increased understanding of the dominant Anglo-American culture of the United States and, on the other, a richer and more meaningful awareness of the positive values of the pupils' own Hispanic heritage.

Bell[13] found that the large influx of Cuban children into the Dade County Public Schools of Florida more than ten years ago found the traditionally trained North American teacher in no way prepared professionally to deal with the instructional challenges which the non-English-speaking pupil represented, and quite often the teacher was also unprepared emotionally to deal effectively with these children. Since then, of course, the Dade County Public Schools have developed an outstanding program which has aroused the admiration of educators and the citizenry in general. In this connection, teachers,

trained in developing concepts, using problem solving techniques, had to develop an understanding of the principles of language learning as habit formation and the ability to apply these in their classrooms. To be effective as English-as-a-second-language teachers, they had to learn to distinguish language problems from academic problems, and be able to deal with both. Especially in the elementary school, a new breed of teachers was needed – thoroughly familiar with the total curriculum, sensitive to the needs of children and yet skilled as language teachers. In other words, the need was for a teacher who is not just a "foreign language teacher", but who is a "second language teacher;" a "second language teacher" who can present the kind of instructional program which goes far beyond the usual objectives of foreign language teaching. Such a teacher is responsible for developing students who can function academically, socially and emotionally in a new language. It was the feeling of those who were responsible for planning the training program in the Dade County Public Schools that the teachers would be more receptive to theory and develop a better insight into their problems as language teachers, if theory were presented in terms which related directly to the teaching process.

According to the report two distinct types of teachers are needed to serve bilingual pupils. To develop the English part of the curriculum, we need teachers who are: (1) competent, professionally-trained teachers, (2) native speakers of English or who possess near-native proficiency, (3) trained in the traditional areas appropriate for teaching on elementary and secondary levels, and also trained in the principles of foreign language teaching.

To meet the vernacular needs of the bilingual pupil, we need teachers who are: (1) competent, professionally-trained teachers; (2) native speakers of Spanish or who possess near-native proficiency; (3) educated in Spanish and trained in language arts teaching.

Cline[14], in discussing the preparation of teachers of disadvantaged pupils stated that perhaps the reason for low achievement by minority group children may be the low expectation of their capacity to learn, held by culturally unsophisticated teachers. Many opportunities for better teaching are forfeited because of the teacher's lack of understanding of the customs, mores, and values that govern behavior in deprived areas. An understanding of the mechanisms through which the culturally disadvantaged school child can be influenced and motivated are long overdue.

It is perhaps inappropriate to speak only in terms of training the "bilingual teacher" as though a single individual were all that is necessary in order to carry out successfully so complex a process as the education of the bilingual child in the inner city school. Actually, a good program will involve guidance counselors, teacher aides, parents, and other members of the community. All of these will require special training for an effective bilingual program.

Naturally the role of teachers and teacher aides will depend on the kind of bilingual program which a given community will wish to establish in order to meet its own special needs. It is not our purpose here to describe the various bilingual programs in operation in schools from Arizona to the Trust Territory

of the Pacific Islands. Such programs run the gamut and range from a half hour's instruction in the non-English language every day to ones in which the non-English language is used ninety-five percent of the time at the beginning, and is gradually reduced, until it reaches parity with English.

Fishman[15] in an address presented at the 1970 meeting of T E S O L proposed a tentative typology of bilingual education programs based on differing kinds of community and school objectives. His four broad categories of bilingual education programs included:

Type I – Transitional Bilingualism
Type II – Monoliterate Bilingualism
Type III – Partial Bilingualism
Type IV – Full Bilingualism

Mackey[16] has presented an interesting "typology of bilingual education" in which he makes a plea for a simple and complete typology based on the only common denominator – the use of two or more languages. The basis of this typology is the distribution of the languages throughout the entire learning environment (structured and unstructured). The languages are distributed in time and space (home – school – area – nation).

But it is not our purpose here to discuss the various bilingual programs that are now in existence or in the planning stage. They certainly deserve a full treatment elsewhere.

Implications for Teacher Training

Although the nature of bilingual programs may vary in different localities to meet special needs, it may perhaps be reasonable to assume that an adequate teacher training program can make some provision to meet the basic needs of all programs, with special consideration given to additional elements to meet local needs.

We have already discussed some of the personal qualities and professional qualifications that are sought in teachers who would successfully engage in bilingual education. It goes without saying that an adequate teacher training program should make ample provision for teachers to achieve competence or to improve their skills in all of these areas. Where responsibility for a bilingual program is shared by several teachers no single individual need attain competence in all areas. An acceptable teacher training program should, however, provide for courses or workshops which will deal specifically with all of the necessary knowledges and skills that teachers engaged in bilingual education should have. For greater clarity, we shall mention these under the following rubrics:

I. *Language and Linguistics*

This should include a contrastive study of the phonology and syntax of Spanish and English and a study of applied linguistics with emphasis on the

interference caused by structural differences between the native language of the learner and the second language he is studying. Provision should also be made here for increasing the competence of teachers in the use of both their native tongue and their second language.

II. *Curriculum and Methods*

Theory and practice of bilingual education. Teaching school subjects with a bilingual approach, to include such areas as: Language Arts, Social Studies, Mathematics and Science.

Methods in the teaching of a second language.

The preparation and use of curriculum materials and teaching aids in second language instruction.

III. *Inter-Cultural Understanding*

A study of the people and culture of Puerto Rico, including an appropriate appreciation of the history and contributions of the Puerto Rican people. Similar provision should be made for a sympathetic understanding of the peoples and culture of Mexico and of Cuba where appropriate.

IV. *Evaluation and Research*

The construction, use and interpretation of tests in foreign language instruction. Introduction to methods of research for the purpose of attacking problems encountered in bilingual education programs.

V. *Additional Miscellaneous Items to Meet Special Needs.*

Administration and supervision of foreign language programs.

Selection and use of visual and auditory instructional media.

Instructional materials and modern teaching techniques.

In conclusion, undoubtedly many important considerations have been omitted from this very brief treatment of a subject that is of such vital consequence in helping to open the door to full participation in our American society to many thousands of school children of Hispanic heritage from non-English-speaking homes. It is our hope that further study, research and dialogue will enable us to increase our knowledge and our competence in this challenging field so that we may best serve the needs of our bilingual children. They are entitled to the best we can offer them. Let us not fail them.

NOTES

1. Theodore Andersson and Mildred Boyer, *Bilingual Schooling in the United States*, Vol. 1 (U. S. Government Printing Office, 1970) p. 119.
2. Horacio Ulibarrí, "Bilingualism" in *Britannica Review of Foreign Language Education*, Emma Marie Birkmaier, ed., Vol. 1, 1968, p. 243.
3. Andersson and Boyer, op. cit., p. 7.
4. Southwest Educational Development Laboratory, News Release, May 1, 1970.
5. Elizabeth Ott, "English in Bilingual Education", in *Reports — Bilingual Education In Three Cultures*, p. 14, Annual Conference of the Southwest Council for Bilingual Education, 1968, edited by Charles Olstad.
6. Theodore Andersson and Mildred Boyer, *Bilingual Schooling in the United States*, Vol. 2 (U. S. Government Printing Office, 1970) p. 8.
7. Andersson and Boyer, op. cit., Vol. 1, p. 117.
8. Andersson and Boyer, op. cit., Vol. 1, p. 116.
9. A. Bruce Gaarder, Chairman, Working Committee II, Report on "The Challenge of Bilingualism", published under the title *Foreign Language Teaching Challenge to the Profession*, p. 85, Reports of the Working Committees, Northeast Conference on the Teaching of Foreign Languages, 1965, edited by G. Reginald Bishop, Jr. Other contributors to the work of the Committee were: Joshua A. Fishman, Wallace E. Lambert, Elizabeth Anisfeld, Gerard J. Brault, Pauline M. Rojas, Louis L. Curcio, Norman D. Kurland.
10. Ray Past, Chairman, Report III, "Bilingualism: From The Viewpoint of Recruitment And Preparation of Bilingual Teachers", published under the title *Reports Bilingualism*, pp. 44-62, Third Annual Conference, Southwest Council of Foreign Language Teachers, Nov. 4-5, 1966, edited by Charles Stubing. Henry W. Pascual, John M. Sharp, Elizabeth Zaborowski, Paul Bell and Marion Cline contributed to the Report.
11. Henry W. Pascual, Third Annual Conference, Southwest Council of Foreign Language Teachers, pp. 47-49.
12. John M. Sharp, op. cit., pp. 50-53.
13. Paul W.. Bell, op. cit., pp. 57-60.
14. Marion Cline, Jr., op. cit., p. 61.
15. Joshua A. Fishman, "Bilingual Education in Sociolinguistic Perspective", Address delivered at the 1970 Meeting of T E S O L, March 20-29, 1970, San Francisco, California.
16. William F. Mackey, "A Typology of Bilingual Education", *Foreign Language Annals*, May 1970, pp. 596-608.

DR. CÁCERES

Thank you, Dr. Guerra.

The third and last speaker of this panel is Mr. José A. Vázquez. He will speak on the Bilingual Program in School and Community Relations of the Board of Education of New York City. I take pleasure in presenting Mr. Vázquez.

MR. VÁZQUEZ

I'll start by saying that I am an admitted Puerto Rican, having moved to the mainland 16 years ago, after graduating from Inter-American University in San Germán. Esto quiere decir que aquí soy de la banda de allá, y allá soy de la banda de acá. And sometimes this is manifested in many ways. By some Puerto Rican friends living in Puerto Rico, this week I was called an activist, and by a group of young college Puerto Rican students last week I was told that I was not.

For the past thirteen years I have worked for the New York City Board of Education. Today I hold what might be the longest title of the New York City Board of Education or any other city board of education. I am the Acting Assistant Administrative Director in Charge of the Bilingual Program in School and Community Relations. This program is part of the office of Instructional Services whose Executive Superintendent is attending this conference, Dr. Seelig Lester.

Yesterday Mrs. Clelia Belfrom talked about the first attempt made by N.Y.C.B. Ed. to help bridge the communication gap and to orient the newly arrived Puerto Rican families coming to New York City from Puerto Rico. She referred to it as the S.A.T. program, Substitute Auxiliary Teachers. That's how we were known in 1949 to 1968. This program is 21 years old. It not only has come apace, but it has received the new title I mentioned before.

The license for the personnel of the program is a Bilingual Teacher in School and Community Relations. We were known as F A T and became R A T, Regular Auxiliary Teacher. Then another dimension was added to the program, C A T – Chinese Auxiliary Teachers, and it must have been the zoological system that created the long title of Bilingual Teacher in School and Community Relations.

For many years this program was the only open door for Puerto Rican educators migrating from the island to New York City. Today the majority of Puerto Rican teachers in our system are Bilingual Teachers in School and Community Relations. I am the only Puerto Rican licensed as general supervisor in New York City out of eleven in our program.

Our program has served as a launching pad for Puerto Rican teachers. From the bilingual programs and license as Bilingual Teacher in School and Community Relations, we have had Puerto Rican teachers going to other fields, such as acting guidance counsellors, teachers of English as a second language,

coordinators of English as a second language, coordinators in title one programs, and I could go on for many hours, but I'll just leave it there, and, particularly, as bilingual classroom teachers. As a matter of fact, when the bilingual schools were established, many of the Puerto Rican personnel were licensed through our program. It was not until November 1970 when we had another avenue offered for increasing the number of licensed bilingual teachers processed through our state machinery as a board of examiners. This is the state machinery that has kept Puerto Ricans from teaching positions and above all, supervisory positions in the New York City public school system. As a result the following is the verified fact that the N.Y.C.B.E. employs 60,000 teachers, out of which less than 600 are of Puerto Rican background. This means that less than 1% of the city school system teachers are Puerto Ricans, while 23% of the student population are Puerto Ricans. Let me add that the bilingual program in S. & C. R. has a total of 216 teachers, and that was as of Friday, because we have been begging, borrowing and stealing to get more positions, so it might be 217 when I get back. Of those about 164 are of Puerto Rican background, 35 are other Spanish background, and the remaining one-third are mainlanders. It is from my 3-½ years of experience as the person in charge of recruiting and training bilingual teachers in School and Community Relations that I wish to offer the following recommendations.

Regarding the selection of teachers you have heard from Miss Carmen Rivera, Professor Mary Finocchiaro, Mrs. Clelia Belfrom, Dr. Ulibarri, and other panelists in yesterday's morning seassions. I wholehearted agree with their recommendation that the teacher must have a knowledge of the child's language, as well as genuine belief that Puerto Rican children, like any other children, will learn if they are properly taught.

I do not have to tell you that children, even very young ones, sense the vibrations projected by their teacher. My recommendations are applicable to the recruitment of Puerto Rican teachers, period. I mentioned earlier that Puerto Rican teachers number less than 1% of the New York City School System and I think we need many more.

I do not advocate, however, the raiding of the island to meet mainland needs. I think recruitment on the Island should be done primarily at the college campuses, as it is being done on mainland college campuses. I applaud Dr. Mellado's offer to grant a leave of absence to any teacher on the island who wishes to teach on the mainland. I also think that the program presently in operation here, which Dr. Mellado described, can well serve as a model to us on the mainland as well as the seven year program in which high school graduates are identified as potential teachers and are placed in the classrooms as teacher assistants while undergoing a program leading to a baccalaureate degree. Boards of Education with a significant number of Puerto Rican children must give top priority to the recruitment of Puerto Rican personnel. Funds for such a program must be allocated and earmarked for this purpose.

Where such programs exist, they must be evaluated and adequate financial resources and staff appropriated.

I would like to leave you with this thought. No matter for which positions boards of education are recruiting, there must be a genuine concentrated effort to recruit more teachers of Puerto Rican background to deal with Puerto Rican children. And those teachers must be given a real opportunity to go up the professional ladder so that they may get to a position where the decisions on how to teach our children are made. Puerto Rican educators in the mainland have come of age, and it is time others recognize this fact.

Yo pido que se me ponga donde se prepara el grito. Muchas gracias.

DR. CÁCERES

Thank you Mr, Vázquez, for your fine presentation. We are now ready to listen to your questions.

UNIDENTIFIED SPEAKER

(impossible to transcribe)

HÉCTOR RODRÍGUEZ – New York

My name is Hector Rodríguez, and I am what you call a house Puerto Rican in the New York Office of Education. I think what the young lady was talking about when she got up in front was commitment. We don't have a commitment from the institutions on the mainland for the mainland Puerto Rican community, and that is a fact. Every time that we bring a Puerto Rican teacher to the mainland, we are actually denying a Puerto Rican child on the island part of his education. I think it is time we make a commitment on the mainland to train Puerto Rican teachers on the mainland. That's what it's all about!

AN UNIDENTIFIED SPEAKER

I am a teacher from the mainland working in Puerto Rico. I enjoy my work, but one drawback for teachers from the mainland working in Puerto Rico is that their experience outside the Puerto Rico school system is not taken into consideration in fixing salaries. It is not fair for a teacher with many years of experience in another school system to have to start teaching in Puerto Rico at a beginner's salary. Puerto Rican teachers in the United States who are receiving very good salaries, are not going to come here either under circumstances and conditions which mean working for practically nothing. This is something Dr. Mellado and his staff should consider if they really want good teachers of English.

CARLOS PÉREZ

My name is Carlos Pérez, and I am now working in New Jersey. I agree with what Héctor Rodríguez said; I think we have people in the mainland that can take the job, can do the teaching, and can carry a grade and be committed to serve educating the Puerto Rican child on the mainland. But then we have the administrations; boards of education, county boards, and others to deal with. I think that they deliberately use rules and regulations, stipulations, credits, whatever it may be, to actually keep these people from power positions and from teaching positions. Instead they come down here to Puerto Rico looking for teachers and other professionals to put them on a yearly basis, but they are not deliberately looking into their community to find those professionals. Now, if the administrators, the policy makers and educators are interested, why don't they start a project to get rid of the rules that keep Puerto Ricans from getting into the school sysem. They have to do that. It would be a sure sign of their committment. Because if you keep on coming to Puerto Rico there is really going to be trouble up there and sooner or later something is going to happen. How long are we going to hold on to this situation? Black teachers, they took a few out to get them into key positions and they are acting principals, acting this, acting that. We want them to become principals, regardless of the regulations, if they are capable, and am sure that we have capable people up there.

ELEANOR SANDSTROM — Philadelphia

I would like to tell you about what we are doing in an effort to recruit Puerto Rican teachers and other teachers of Spanish origin. For two years, last summer and this summer, in cooperation with our State Department of Public Instruction and Temple University, we have trained sixty persons who had either extensive community experience in the Spanish speaking community, or two years of college or normal school at any of the normal schools of Puerto Rico or elsewhere. They have been employed as regular teachers at regular salaries in our schools. We have 61 teachers — I think 52 of them are Puerto Ricans — working in our schools. We have worked closely with the three organizations and I think that this ought to be known by people who have a similar situation elsewhere.

HEIDI DULAY — Language Teachers Research Foundation, Cambridge and Harvard University

I would like to shift for a moment from recruitment of teachers to research that is going on for teacher training based on communication between teachers and students. I came to this conference hoping to meet people who are doing this kind of research, but have not found any. We have started to do it, and the research is going to be a description of the Puerto Rican dialect of English. Somebody mentioned that a comparative analysis of the linguistics

between Spanish and English has to be done. I don't think this is relevant, because the Puerto Ricans have their own dialect of English and their own dialect of Spanish and they have to be described. Therefore, the comparison has to be between the Puerto Rican dialect of English and English, and also the dialect of English that is Puerto Rican and the dialect of English that is called standard English used by American teachers.

Not only linguistic differences are important, but also verbal styles. The Puerto Rican comes to the classroom with certain styles of communication that the teacher does not understand. For example, the Puerto Rican child will look down and not look into the eyes of the teacher who is an authority. If the teacher does not understand this, there will be no communication. This is what this project is about and I would like some ideas, if there are people who are working on teacher attitudes and the interaction between teachers and students in the classroom.

AIDA CANDELAS

I think I agree with what the young lady has said and in fact I ended my paper by saying that Puerto Rico is a good language laboratory. When I speak of structures of English and Spanish, I don't mean general structures. We can have all kinds of variants within English and all kinds of variants within Spanish. I am very much concerned with all this language linguistic research and any kind of information that can be given to teachers so that they can do a better job in the classrooms.

We at the Department of Education would welcome any research and will be very willing to cooperate and have people on our staff to cooperate and share in such a project. This involves knowledge that teachers should have in order to apply it in practical way to teaching situations.

DR. EDYTHE J. GAINES — New York

This is more a report than a question. José Vázquez, my colleague and brother, remarked about the destructive role of the Board of Examiners. I think you ought to know that under the new Decentralization Law a great many of the schools in the City of New York where a large number of Puerto Rican children attend will be eligible to by-pass the Board of Examiners during the coming year and to institute alternative means of staffing schools. I think that our system, or systems, a collection of thirty-one quasi-independent districts, ought to begin now to take advantage of such alternatives and begin a recruitment program now. One of the alternatives is the National Teachers Examination. State Certification is another. I agree wholeheartedly that New York City's staffing problem is not to be solved by raiding the island. Instead, we must recruit from our own communities where the people are.

Furthermore, something must be done to have the National Teachers Examination given from October onward so that we can readily staff our schools before people find ways to keep that part of the act from being implemented

There was also a very interesting recent decision by the Commissioner of Education of the State of New York which has relevance to our problem. It is that a person having served in an acting capacity for three years gains tenure as a permanent person in that position. This would mean that José Vázquez would become not *Acting* Assistant Administrative Director, but Assistant Administrative Director. I think we ought to use that route also. I am now talking to my colleagues on the mainland, because that is where we are doing our recruiting. If you are in a position in our district, please send a resume to me. I normally would not give a name or address except that I think it might be useful at this time. Community District 12, 708 East Tremont Avenue, Bronx, N.Y. 10457, Dr. Edythe J. Gaines.

ARMANDO RIVERA — Boston, Massachusetts

I think that we have been discussing the possibility of jobs for educators in the mainland, and I feel that we have to take in mind two considerations. I am not talking about Puerto Rico, I am talking about ourselves on the mainland.

The Department of Education of Massachusetts has a different rule from Puerto Rico. In Puerto Rico a high school graduate can be placed in the school system as a teacher. In our State he must have a baccalaureate degree in order to be a teacher. We come here and say that we have all kinds of staff to do the job in the States. Let's be realistic, there are some, but they are not capable. They are not ready for teacher certification by the State. People say that there are teachers that do not have the certification. Bring them to Massachusetts. I want to tell you that we can give them certification. I have Puerto Ricans who have been taken to the State Department of Education and they have been certified and are teaching in Boston.

The fact is that it is claimed that there are qualified professionals, but when we have the positions, they are not to be found.

UNIDENTIFIED SPEAKER

Note: Impossible to make out what she says. Sounds like a broadside against the New York Board of Examiners.

DR. LUSK

I am very much in agreement with the cries of anguish that we have heard expressed here by many of the people who no doubt should have the positions and I hope they will. I want to say this: every organization thinks in terms, not only of its present status, but also looks ahead for future developments and future timing. And in the future timing one must study currently what the prospect is and will be in the forthcoming years. Speaking to someone yesterday, I learned that at one of the colleges in New York there are currently, approximately, five hundred students in the teacher education program prepar-

ing to be teachers. I wonder whether anybody here has tried to estimate how many Puerto Rican young women and men are currently attending the colleges in the fall. This is a potential that will be available for you immediately and in the future. I feel that some estimate of what the potential is should be known, and, if there are people here representing the various colleges in the United States, we should know approximately how many students are in attendance. There is no doubt that there are people on the mainland now who can start working tomorrow. We don't question that, but I think that certainly what the situation will be for the future should be known and I ask you whether you have any information for the people on the panel or the people in the audience, who have information on what the potential is for the future of employment of Puerto Rican teachers in the schools of the country.

UNIDENTIFIED SPEAKER

I am a Puerto Rican and my mother tongue is Spanish. I would like to explain to all the teachers that are here that a statement was made that the Puerto Ricans in New York speak a dialect. This is very bad because this is not true, and I have to explain because of the ideas of the Board of Education of the City of New York. I have tried to convince many people that Puerto Ricans don't have a dialect. I am a bilingual teacher in School and Community Relations. I talk to the mothers, most of them Puerto Ricans mothers and parents, also Mexican students, Dominican Republic and other countries from Latin America and we understand each other quite perfectly. I want to say that the Puerto Ricans say for roof, *rufo,* for a carpet, they say *carpeta,* and for market, *marketa,* and so on. The Germans and Italians, you can find that all these citizens from other countries come to the United States, they also have the same translations from their foreign arrivals that they brought to the United States. But it does not mean that this is a dialect. We speak Spanish, we have no dialect and we understand each other, and we understand each other because we have the same sentiment and the same language.

HEIDI DULAY

I would like to reply to the speaker who just mentioned something about dialect. Dialect is not a derogatory term. It refers to the systematic differences between the way a group speaks a language. It's a difference and not a deficiency; I would like to make that clear.

PREPARATION OF INSTRUCTIONAL MATERIALS

OCTOBER 21, 1970

10:30 to 12:00 M.

DR. GALLARDO

I am delighted to present the presiding officer for this session, Dr. Jaime González Carbó, who is Assistant Secretary of Education in charge of the general program of instruction. He is familiar with the problems of teaching English in bilingual situations and has had a great deal of experience in the preparation of instructional materials, since at one time he was director of the editorial section of the "Department of Education. Ladies and Gentlemen, I present Dr. Jaime González Carbó.

DR. GONZÁLEZ CARBÓ

Welcome to this portion of the morning session dealing with the preparation of instructional materials. It is a pleasure to introduce to you at this time Mrs. Paquita Viñas de Vázquez. She is a graduate of the University of Puerto Rico, and has done graduate work at New York University. She has taught English as a second language, and Spanish as a second language in Puerto Rico, the Panamá Canal Zone and Germany.

Since 1960 she has worked as curriculum technician and general supervisor in the English program and has participated in the preparation of instructional materials. She is co-author and staff editor of the *English Reader Series,* author of *New Friends* and editor of the Units for teaching English in the Second Grade.

MRS. PAQUITA VIÑAS DE VÁZQUEZ

Before I start to read my paper on the preparation of teaching materials in Puerto Rico, I have to say that our materials have been prepared mostly by just plain teachers of English. Listening a while ago to Dr. Guerra mentioning that teachers have to put their heads together in the preparation of instructional materials, I said that we, being just plain teachers, have done a great task. On the other hand, hearing about the very real problem that so many of you have in New York and other sections of the United States, I feel that we are very fortunate here because our materials have been prepared by Puerto Ricans and continentals, black, white, and all shades of brown, working together in our system as a team. For this we feel fortunate and thankful.

The teaching of English in Puerto Rico dates back to 1898, the year Puerto Rico was ceded by Spain to the United States as a result of the Spanish-

American War. For some fifty years English replaced Spanish either totally or partially as the medium of instruction in the public schools.

In 1948, however, it was decided for pedagogical reasons to return to the use of Spanish as the medium of instruction in all the grades of the public school system. English became one of the basic subjects of the curriculum. The English Section was created, during that same year, to handle the administration of the English Program and to prepare instructional materials.

In setting forth its philosophy of language teaching and in the preparation of teaching materials for use in the classroom, the English Section has been applying some of the findings of Linguistic Science.

These findings indicate:

1. That language is speech, and that writing is only a means of representing that speech.
2. That languages have structure; that is, characteristic ways of making sentences, questions, etc. which are peculiar to the language.
3. That this structure is imprinted as a habit on the brain in early childhood.
4. That the rules of sound and grammar are simply the usage of the people who speak the language at any one point in history; not rules imposed by any outside authority — grammarians, dictionaries, and so forth.

What do these points mean in relation to the teaching of English as a second language in Puerto Rico in general and to the preparation of instructional materials in particular?

1. If language is speech, we must begin by teaching the oral language. We must teach our pupils to talk and to understand what others say. In other words, we must teach language for communication purposes.
2. If the structures of the native language are imprinted on the brain as habits through constant oral practice in early childhood, then we must initiate the teaching of a second language by following a similar approach.
3. If languages have structure, then languages are not a jumble of words that can be learned individually. Therefore, it is the patterning, the characteristic grammatical structures which occur over and over again that we must teach.
4. When we do turn our attention to reading and writing, we must not teach these activities separately from the oral language. We must help our pupils to understand that the letters and punctuation marks represent, to some degree, the sounds and intonation of speech.

The materials we have prepared incorporate the principles outlined above. These teaching materials fall into five categories:

1. Language Units for the teaching of oral English in Grades 1-2.
2. Textbooks and Teacher's Manuals for the teaching of beginning reading in English as a second language in the third grade.
3. Textbooks and Teacher's Guides for the teaching of oral English supplemented by reading and writing in grades 4-6.
4. Textbooks and Teacher's Manuals for the teaching of reading as a literary skill in grades 4-6.
5. Enrichment materials; such as tapes, filmstrips, picture books, TV programs, and so forth.

The first large-scale production efforts of the English Section was the preparation of the *Fries American English Series* which consists of six pupil's books with accompanying Teacher's Guides, for the teaching of English in grades 4-12. This series was prepared by the staff of the English Section under the direction of Dr. Pauline Rojas with the late Dr. Charles C. Fries as consultant.

The *Fries Series* is a pioneer series which has been and is being used in Puerto Rico and in 55 other countries around the world for the teaching of oral English supplemented by reading and writing.

These books are gradually being revised and replaced by a new series-the *American English Series*. The first three books of the Series were produced under the direction of the late Dr. Adrian Hull of the English staff. Each book of the new series consists of 20 units of language materials carefully sequenced and structured. Each unit consists of three parts:

Part I — consists of two groups of oral drills of a given set of structures and vocabulary. In this section the pupils are guided to read and write the linguistic material they have learned to say, and to arrive inductively at generalizations.

Part II — contains a reading selection, usually in dialogue form, in which the pupils read and dramatize the structures and vocabulary of Part I in real life situations presenting aspects of American culture. The titles of some of these reading selections are:

In a Boston Hotel
Renting a Costume
In Central Park
Trading Comic Books
Scouting for Boys and Girls
Allowance Day
A Summer Camp, etc.

Part III — contains pronunciation, sound, and spelling exercises, as well as culminating activities, usually oral and/or written compositions. The Teacher's Guides give guidance to the teacher on how to teach the units, and contain a variety of tools for developing the teacher's knowledge of English grammar. Some of these are; hints on how to help the pupils pronounce difficult words and sound combinations; intonation contours of every new structure to help the non-native English-speaking teacher grasp the correct intonation and stress, grammatical generalizations, and footnotes to clarify directions.

Other important features of the Teacher's Guides are:

1. Glossary of definitions of terms used
2. Phonetic alphabet
3. Vocabulary index in alphabetical order
4. Unit-by-unit summary of linguistic content
5. Vocabulary index classified as to parts of speech
6. Structural index

Tapes have been prepared for each book of the Series. On the tapes native speakers of English present the linguistic material of each unit in such a way that our teachers will be able to imitate it and improve their English, thus presenting the best possible model for our pupils. To make possible the most efficient use of the tapes, we have purchased the Ratheon Rapid-Repeat Responder, a machine made to our specifications. It can be operated as a regular tape recorder, or when a button is pushed, can be made to repeat any portion of the tape any number of times. The portion may be a complete structure, a word, or even a sound. Another interesting feature of this machine is that the teacher or the student can tape his voice and then, by pushing a button, compare his voice to that of the native speaker on the tape.

The other long-range production project carried out by the English Section is the *English Reader Series,* each book of the Series having a Teacher's Manual. The *English Reader Series* consists of:

Our Animal Friends, a Pre-primer
New Friends, a Primer (both books for use in the third grade)
Fun, Fancy, and Adventure, a reader for the 4th grade
Heroes in Fact and Fable, a reader for the 5th grade
Tales from Life and Legend, a reader for the 6th grade

The Pre-primer, *Our Animal Friends,* introduces the basic relationships between the sounds of English and the letters which represent them. It introduces the pupils to the method of reading by structures and provides oral drills on the structures and vocabulary assigned to the third grade. It contains simple little stories of familiar content which develop around fanciful animals. Some of the titles in the Pre-primer are *Ping Pig and Nick Chick, Cap Cat and Rab Rat, Bob Cock and Tom Fox, Bix and the Bike,* and so forth.

The Pre-primer stresses the major spelling patterns of English such as *consonant + vowel + consonant, consonant + vowel + consonant + e,* etc. and the mechanics of learning to read a second language. The Primer, *New Friends,* throws all these spelling patterns together with some new ones in stories depicting Puerto Rican school and family scenes. Some of the skills practiced in the Primer are: using spelling patterns as clues to pronunciation; reading sentence patterns, word groups, and sight vocabulary aloud and silently; using pictures as clues to meaning; associating personal experience with the ideas in the selection; etc.

Further training in the skills introduced in the third grade is continued in the upper elementary grades. Additional skills such as the following are gradually introduced: alphabetizing and using the glossary; skimming; using cognates, context, and analysis of word structure as clues to meaning; identifying important events in the narrative and their sequence; identifying the main action or idea; summarizing; identifying cause and effect relationships; and drawing conclusions.

Fun, Fancy, and Adventure, Book I of the Series, contains animal stories, stories about children, amusing stories, fanciful stories, and adventure stories.

Heroes in Fact and Fable, Book II, contains Bible stories and Greek myths, such as *The Story of Joseph* and *Demeter and Persephone;* Norse and English tales such as *Thor's Hammer* and *Robin Hood and Friar Tuck;* American tall tales such as Paul Bunyan and the Rabbit stories; and biographies of famous Americans.

Tales From Life and Legend, Book III, contains humorous and fanciful stories from different countries, such as *Tom O'Leary and the Leprechaun;* deeds of the Western World such as *The Story of Roland,* and *Joan of Arc;* the romance of America in the stories of *Hiawatha, Lewis and Clark, Johnny Appleseed,* etc. and inspiring real life stories of great men who have contributed to our history such as John F. Kennedy, Albert Schweitzer, Alan Shepard, Bolívar, Casals, Muñoz Marín, etc.

Each book of the *English Reader Series* contains exercises for the development of reading and study skills; a glossary, with the meaning of each new word in context as it appears in the story; and phonetic transcriptions for help in pronunciation.

The Teacher's Manuals that accompany the readers contain detailed lesson plans to help the teachers present the stories and develop the skill-building program. Each lesson plan consists of a summary of the story, a list of skills, a list of new vocabulary, suggestions for motivation and for guided reading by episodes, and skill-building exercises.

Another important feature of the Teacher's Manual is a *General Introduction* describing the act of reading, what reading in a second language is, and each part of the lesson plan. It also gives background information on the themes, events, and characters of each of the stories.

Future plans in connection with the *English Reader Series* include the preparation of workbooks to accompany the 4th, 5th, and 6th grade readers.

A workbook for *Our Animal Friends* has been prepared and is being published.

Other instructional materials already prepared or in preparation by the English Section are:

1. The *Teaching of English as a Second Language* – Guide for the First Grade
2. The *Units for the Teaching of English in the Second Grade*
3. A *Picture Book* to accompany the first grade materials, and a *Picture Book* to accompany the second grade language units.
4. Tapes to accompany the second grade language units.
5. A set of filmstrips to enrich the third grade materials.
6. A set of 3 tapes with all the structures and vocabulary in Books I, II, and III of the *American English Series*
7. A *Pronunciation Course for the 7th grade*, which includes a Teacher's Guide, a set of pictures illustrating words which contain the vowel and consonant sounds practiced in the course, and a set of tapes.
8. A language book for the seventh grade.

Different procedures have been followed in the preparation of these instructional materials. I will describe a few of them, to indicate the character of our approach to the problems.

In 1960, the English staff, supervisors and curriculum technicians, under the direction of Mr. Ralph Robinett, aware for many years of the urgent need for appropriate materials for reading in English as a second language, decided to begin the preparation of the *English Reader Series*. The reading materials used in our public schools until 1960 were those available in the market, prepared for American children-native speakers of English. The structural difficulty of these materials was much too high for their Puerto Rican counterparts. In addition, the interest level of the materials within the students' reading ability was too low. Thus, the only solution to this problem was to prepare materials suitable to our situation.

The first step in this direction was to carry out research on reading in English as a second language. Very little had been written on this subject at the time. As a second step, two studies were conducted: an interest study, to find out what Puerto Rican children like to read about and talk about at different ages, and a study of cognates (words in both languages that have the same spelling and the same meaning). A list of all the words and structures that our pupils had learned orally in the first three grades was prepared. A readability formula to determine the structural difficulty of the selections was also prepared. Seminars were conducted to train the staff in the preparation of reading materials. A publishing company which appointed editors skilled in the teaching of reading in English as a second language was selected, and editors came from the States to train the staff.

Stories were written and sent to seven districts on the island to be tried out in the schools, and the teachers involved were provided with lesson plans to guide them in teaching the stories. These lesson plans included a list of the new words in the story, the skills to be developed, and questions to be discussed. The stories that the children liked best were sent to the publishing company where the editors selected the best and returned them, suggesting any revisions they felt were desirable. It was in this manner that the readers and manuals were prepared.

A similar procedure was followed in the preparation of the new language series. Teachers and supervisors were consulted before determining linguistic content, themes of interest, techniques, and procedures. Language units were written and tried out in the schools in different sections of the island. Corrections and changes were made following suggestions of teachers and supervisors. The group in charge of writing the units, English General Supervisors and Curriculum Technicians, met once or twice a week to discuss each part of the unit under preparation. In other words, each part of a unit had to have the approval of the group and of the consulting editor appointed by the publishing company. The General Editor of the Series was the late Dr. Adrían Hull, English General Supervisor, and director of the project.

A different procedure was followed in the preparation of the *Units for Teaching English in the Second Grade*. Several excellent teachers with good academic preparation and years of experience in teaching English in the elementary grades were taken out of the classroom and appointed resident teachers at the Curriculum Center for one year. These teachers were to participate in the actual writing of the language units under the direction of an editor from the Central Office. They carried out research on what second grade children of Puerto Rico like to do and talk about, and consulted with second grade teachers and supervisors before agreeing on the following themes of interest to second grade Puerto Rican children:

1. Myself (my name, my age, where I live, etc.)
2. My house
3. Things we like to do (play house, go to the playground, have a party, etc.)
4. Fun activities (the Patron Saint Festival, the circus, the amusement park)
5. Animals on the farm and at the zoo
6. Pets

Once the themes of interest were selected, the linguistic content was determined and the lesson plans were written.

Six units were prepared, each one consisting of five lessons. The first four lessons in each unit presented new linguistic material, with the fifth lesson usually a review lesson. Each lesson contained a list of the new structures to be

introduced; a list of new words, with the phonetic transcription of each; a list of illustrative materials needed; and a description of listening-speaking activities with footnotes to clarify points and to give pronunciation of words and the intonation of structures, especially questions; and at the end of the plan, a series of culminating activities such as songs, poems, dialogues, and games. A General Introduction was also prepared, giving a description of each unit, the format of the lesson plans, and a description of the oral approach.

The teachers who participated in the preparation of these units received their training "on the march". After two orientation meetings, they started working on the first lesson. Each week a lesson was turned over to the editor for his revision, and then xerox copies were made for each teacher. After mistakes in the lesson were discussed and suggestions for improvement were given in meetings of the group, the lesson was rewritten and turned over to the editor once again for final editing. About half of the teachers were native speakers of English. One of them prepared the tapes with the structures and vocabulary in all the units and submitted them to the group for approval. These tapes are now in the process of being copied and distributed to all second grade teachers on the island.

Other members of the group prepared the illustrations that will be included in the Picture Book for the second grade, now under preparation.

So far I have described some of the procedures we have followed in the preparation of instructional materials for the teaching of English as a second language in Puerto Rico. These are by no means the only procedures that may or will be followed. Others may prove equally successful, but regardless of how the materials are produced, certain points are basic:

1. The persons involved in the preparation of instructional materials for the teaching of English as a second language must know the linguistic principles underlying the teaching of a second language, and must be aware of the vast difference between teaching a second language and teaching the vernacular.
2. The materials prepared must be tried out in schools, evaluated, and revised before publication, and must be kept up-to-date through periodic revisions.
3. The materials prepared are only as good as the teachers who use them, so teacher orientation in the use of new materials is of vital importance.
4. Last, but not least, materials are prepared for the child, and we must never lose sight of him while preparing them.

All of us here today share a common problem, and I sincerely hope that this conference marks the beginning of an exchange of ideas and materials that will prove beneficial to us and ultimately, of course, to the children whose mastery of the English language depends to an important degree on the guidance and the inspiration we provide for them.

DR. GONZÁLEZ CARBÓ

Thank you, Mrs. Vázquez. I am certain that your talk has not only interested the listeners, but has helped them understand what we are doing in Puerto Rico.

I am privileged at this time to present a man who has formerly worked with us in Puerto Rico, Dr. Ralph F. Robinett. Dr. Robinett is a graduate of Colorado State College, and has done graduate work at Michigan University. In Puerto Rico he started as a classroom teacher of English; then became a curriculum technician and a general supervisor for the English program. From 1959 to 1963 he was Director of the English program. In Dade County, Florida, he directed the Miami Linguistic Reading Program. He then became Director of Bilingual Curriculum Development at Michigan University. At present he is Director of the Spanish Curriculum Development Center in Miami Beach, Florida.

Dr. Robinett has participated in the preparation of innumerable publications, either as author, co-author, and editor, among them the Fries' *American English Series, English for Today, The Miami Linguistic Readers,* and the *Target Series,* to mention a few.

Dr. Robinett, it is a great pleasure to welcome you back to Puerto Rico.

DR. ROBINETT

I won't tell you how long I've been away from Puerto Rico, but I will tell you this, that the place where you are now seated used to be my home. Twenty years ago I was in an army barracks right in this spot. That shows you how old I am.

Before I begin I would like to try to get some ideas out in the open, hoping that you will remember them as I speak.

One is that we have had considerable input, and we'll have more input from the great Northeast, and I would like to remind you that much of what I have to say will reinforce this idea: that there are many Puerto Ricans in places other than New York and Massachusetts, and New Jersey. There are many in Ohio, Wisconsin, Illinois, Michigan and Florida. If the experiences that I relate to you and the ideas that I present don't quite correspond to yours, consider the possibility that there may be Puerto Ricans with other experiences.

The other point I want to mention, and, I am sure we'll lose some people in the way, is a notion of dialect. I'll be using the word, unfortunately, repeatedly, in a neutral scientific sense, with no ethnic overtone, except when I refer to Puerto Rican Spanish and the island Puerto Rican Spanish in the north, not to Spanish in its varieties, but still Spanish. So please remember that, and start with a climate of peace.

Introduction

In working with teachers of Spanish-background children in the Great Lakes area, one of the devices I often used was a short dialog and three questions. The dialog was as follows:

Speaker 1: Dear me! Be careful!

Speaker 2: Yes. Let's not be hasty.

Speaker 3: Cool it!

The task was to identify each speaker, selecting from the names *William, Agatha,* and *Willie*. As you may imagine, it was consistently Agatha who said, "Dear me! Be careful!" and Willie who said, "Cool it!" The important element of this problem is not that I always got the answers I expected, but rather the *why* of this pattern of response. In explaining the identification of Agatha as the speaker of *Dear me! Be careful!*, words that occurred frequently were *typical* and *characteristic*. In explaining the identification of Willie as the speaker of *Cool it!*, the words *typical* and *characteristic* usually gave way to the word *sterotype*.

In attempting to discuss the education of Puerto Rican children on the mainland, we inevitably fall into some kind of generalizing. Whether this generalizing is to be judged as *typifying* or *whether* it is to be judged as *sterotyping* depends as much on the intent of the listener as it does on the intent of the speaker. Surely our experiences with the educational problems of mainland Puerto Rican children are as varied as the problem is great, and there is room for differing perceptions of problems that appear to have much in common.

In considering problems of curriculum development for Puerto Rican children on the mainland, I have attempted to cluster my thoughts around six concerns: (1) understanding the target population, (2) understanding school administration, organization, and curricula, (3) understanding the interaction of educational and political forces, (4) developing English curricula, (5) developing curricula in Spanish, and (6) utilizing curricula cores at the regional and local levels.

Understanding the target population

When we talk about Puerto Rican children on the mainland, we are talking about a broad spectrum of socio-economic levels and levels of visibility. In many mainland communities, the more comfortable Puerto Ricans have a low level of visibility, surfacing only when nostalgia draws them out in the holidays briefly to re-live experiences from a Puerto Rico they once knew. Their old life style, to the extent they have retained it, has little positive impact on their children. Their children pose relatively fewer problems in curriculum development from the mainland point of view as far as ethnic background is concerned. These children less and less talk, act, or feel Puerto Rican, and their most serious problems with curriculum implications are those that arise in back-

migration to Puerto Rico. And to offer a mirror image of an old phrase, "We in (the States) are not educating our Puerto Rican children to migrate to (Puerto Rico)."

Statistically speaking, the children we must think of when we talk about the educational problems of Puerto Rican children on the mainland are those children with a high degree of visibility. These children attend urban ghetto schools and the schools organized for the children of rural migrant laborers. Each group in its own way is unique, representing different levels of culture contact and degrees of acculturation.

Some of these children, the larger part, attend urban ghetto schools. They often but not always begin their formal mainland education with a language other than that of the school. They, as their more confortable cousins in the suburbs, have undergone a process of acculturation, but in this case one in which the product has not left them any closer to the mainland mainstream than did the culture of poverty which kept their parents out of the mainstream on the Island. The economic ties, however tenuous, that loosely hold together the Puerto Rican, the Black, and the Mexican-American are sometimes stronger than the ethnic ties to Puerto Rico which have lost much of their significance. These poverty-conditioned children may indeed feel "Puerto-Rican", not in the Insular sense, but as a marginal group that has not gained entry into the mainstream of the mainland. Back-migration at all socio-economic levels notwithstanding, the cultural ties Puerto Rico might hope to maintain with its long-term resident mainland children will tend to become increasingly weaker ties of empathy, and these children will be about as Puerto Rican as Mexican-Americans are Mexicans.

The rural migrant child, if his family drops out of the migrant stream, gravitates toward the life style and values of his urban ghetto cousin. If his family remains in the migrant stream, the child is buffeted about in an educational limbo which educators at both ends of his route have found it difficult to penetrate. At best he remains in a poorly-attended Puerto Rican minority. All too often he is in a worse-attended minority within a Black or Mexican-American minority.

Understanding school administration, organization, and curricula

Much of what I have to say here about school organization and administration seems negative and might appear to suggest that little has been and is being done to adjust mainland schools to meet the needs of their clientele. On the contrary, much has been done. Much is being done. But to gloss over the gross inadequacies in mainland educational systems on the strength of modest progress would be to imagine that a down payment is equivalent to the full price plus carrying charges.

It may be observed that many mainland educational facilities into which enter large numbers of Puerto Rican children are organized and managed by

persons who operate within a "melting pot", or convergent, frame of reference – persons for whom "mass education" means "mass means" and "mass ends", for whom "the greatest good for the greatest number" means "what is good for the greatest number is good for all." The issue is not one of sincerity, for I have great respect for the dedication and sense of purpose common in mainland schools. The issue here is perhaps the goal toward which this dedication of purpose leads us.

One central purpose of mainland schools is to help children understand – to define and redefine for them in their time – what it means to be "American". What many persons who operate mainland schools still fail to recognize is that Puerto Ricans, like Mexican-Americans and Blacks, *are* Americans, and that the White, Anglo-Saxon concept of being "American" has been superimposed as the only acceptable model – a model which denies inclusion in "American" to many minorities who have occupied, still occupy, and will continue to occupy physical if not spiritual space in mainland communities.

The convergent philosophy of many schools as reflected in administrative decisions and organizational patterns, which understandably reflect habits and pressures from the larger community, is but one of the rarely breached barriers which separate large numbers of Puerto Rican children and equal educational opportunity. Another such barrier is recruitment and staffing patterns which have kept Puerto Ricans from in-depth participation in determining the ends and means of the education of their children. Yet another is the school curriculum itself, which is usually commercially developed by the dominant socio-economic-ethnic group for the dominant socio-economic-ethnic group. As long as marketability is the major consideration in developing curricular materials and commercial availability is the major consideration in adoption and designing curriculum in individual schools, sparks of relevance for Puerto Rican children are dim and distant.

Understanding the interaction of educational and political forces

As indicated earlier, the situation is far from stagnant. Though much is yet to be done, much has been done. It would be indeed gratifying if we could honestly feel that as educators we deserved major credits for having brought about the progress evident to contemporary observers. I personally believe we have little right to such claim. Historically, educators are servants of and responsible to the public, and educational innovations are preceded and accompanied by significant pressures from a divided and disenchanted Establishment. There is little evidence to suggest that these traditional pre-requisites are not still operational.

As a person directly involved, I am reminded that the effort to improve Puerto Rican – New York relations in the late 1950's and early 1960's was led not by the Department of Education but by the Department of Labor. And now as a person directly involved in yet a larger struggle, I am aware that the

overall effort to improve the lot of the Spanish-background child in mainland schools is led not by Puerto Ricans, but by Mexican-Americans, who in turn have capitalized on the social unrest and pressures brought on by Black militancy.

Uneasy alliances and piggy-back sequences of events, for better or for worse, have created the climate through which the lives of Puerto Rican children have been and can be further improved in a measure far beyond the dreams of pedagogues such as those of us present here today. And again following the historical path, after the militants have generated a climate for change – in a sense a void – it is we less-suicidal pedagogues who are charged with the task of responding in socially acceptable ways to the void created by the militancy of others.

Developing English curricula

The efforts of updated English teachers to develop in their students a certain level of proficiency in language is not motivated so much by the teachers' desire for "perfection" as it is by a desire to make their students' speech one which attracts attention to what the students are trying to say rather than to how they say it. Teachers may not be able nor wish to make their students talk like standard speakers of English at all times, but they can hope for a sensitivity to the appropriateness of dialect for the situation at hand so the listener will give his full attention to what is being said. Martin Joss[1] lent considerable support to a situational criterion for usage by pointing out how a speaker's style fluctuates from intimate, casual, consultative, to frozen, depending on the circumstances surrounding the speaker.

More important than a single pronouncement by a respected linguist in an area previously dominated by "language arts" authorities, was the convergence of two new forces in mainland language arts education: one was the application of structural linguistic studies to the domestic teaching of English, especially in the application to populations such as the Puerto Ricans who were largely non-English speakers or speakers of non-standard dialects; the other was the intensification of the study of urban dialects which accompanied the new interest in the culturally disadvantaged.

This convergence not only supported a relativistic point of view regarding usage, but also pushed it toward a recognition of the systematic nature of what had been presumed to be simple mistakes in the use of a standard dialect. Further, it generated the idea that the foreign language techniques which had been so successful in overseas English-as-a-second-language programs could profitably be applied in some dimension to the teaching of standard English as a second dialect. Most of the concern for standard English as a second dialect has thus far centered on Black populations rather than on those of Spanish background. The relevance of these developments for large numbers of Puerto Rican children is thought to be minimal by some. It is thought to be great by others. It is my contention that the similarities in the dialect problems

of Blacks and long-term resident Spanish-background children far exceed the special problems peculiar to each group, and though many of the dialect problems stem from different linguistic sources, the desired terminal behaviors in standard-English-as-a-second-dialect programs is the same for both populations. And in the real world of the classroom where the children are commonly found together, theoretical differences give way to pragmatic solutions.

One of the earliest widely-reported attempts along these lines was that of Ruth Golden[2], who developed exercise materials from a crude contrastive analysis based on a questionnaire. Subsequently this type of material was built into a language laboratory program and used experimentally in Detroit. The results of Golden's efforts could not sustain it as a promising direction within the Detroit system, however, in spite of the widespread and increasing need to deal in some way with the dialect problems of Detroit's non-standard speakers. One can only speculate on the attitude of the administration in a large, unwieldy system. On the other hand, the level of linguistic sophistication of Detroit teachers was clearly documented by Roger Shuy[3]:

> This widely held but erroneous concept (that "disadvantaged" children have limited vocabularies or, as it sometime seems, that they are "non-verbal) appears to stem from fairly recent research reports on the language of the disadvantaged child. Nothing in the current research of linguistics of the Detroit Dialect Study supports this idea...
>
> The responses of these teachers to the grammar problems of their disadvantaged students is equally naive. One third of the teachers characterized the child's greatest problem as his failure to speak in sentences and/or complete thoughts...

Another early effort along the lines of Golden was that of Marianne Musgrave[4], who reported the use of foreign language techniques in an experiment at Alcorn College in Mississippi. A most carefully documented study of the application of foreign language techniques to dialect problems was carried out under the direction of San-Su C. Lin[5] from 1961 to 1964 at Claflin College, in Orangeburg, South Carolina. At the conclusion of the Claflin Project, among the observations of the Project staff were the following:

> Native speakers of English who wish to master the standard dialect do need pattern practice, and they do benefit from pattern practice. However, pattern practice for the native speakers must take a form quite different from that customarily used in teaching English to speakers of other languages.
>
> To be effective with native speakers, pattern practice should be used throughout the regular classroom program, not just as an appendage to be handled in the language laboratory.
>
> For students like these, there should be a minimum of drill on unrelated, uniformative sentences just for the sake of imitation.

Although the conclusions of the Claflin Project left the staff with only limited enthusiasm based on formal research findings, they were convinced that something along the lines of their effort would prove to be an effective approach.

Another who lent professional support to the idea of using foreign language techniques was William Stewart[6], in Washington, D.C. As a matter of fact, Charlotte Brooks, a secondary level supervisor of that city, had already been doing so. William Carroll and Irvin Feigenbaum of the Urban Language Study, Center for Applied Linguistics[7], engaged in still more sophisticated attempts to utilize second language techniques in their attack on dialect problems.

Speaking of the language problems of the inner city population, Raven McDavid suggested that[8]:

> The educational advancement of this new urban group—which means basically the improvement of their ability to read—constitutes the greatest challenge to American education. It is likely that teaching of some form of standard English as a second language will be necessary...

You may wonder why I devote so much attention to studies of Black dialect problems when our concern is the Puerto Rican child. I remind you of a basic contention that large numbers of Puerto Rican children on the mainland are not native speakers of Spanish – rather they are native speakers of non-standard dialects of English, with as much linguistic interference from peer group dialects as from Spanish. However useful surname counts may be in soliciting outside funds to finance local school administration, for the children I am now referring to it would be a disservice to base their English curriculum on the assumption that they are faced with English as a foreign language.

Without detracting from the significance of numerous other efforts to develop English curriculum for children learning standard English as a second dialect, I would like to review briefly two prototype programs which embody in large measure features which I feel are especially relevant for large numbers of Puerto Rican children on the mainland. Our focal points are the principles behind the programs, and not the programs, themselves.

The first of these prototype programs has to do with beginning reading, and attempts to deal with the special problems of speakers of divergent dialects. The child who speaks a divergent dialect currently approaches the task of learning to read in one of at least three linguistic frames of reference: one, he is expected to learn to read in a standard dialect with little or no guidance for bridging the gaps between his dialect and that of the textbook; two, he is encouraged to "learn it like it is" and read and write in his own dialect; or three, he is guided to learn orally that part of the standard dialect he is going to read by means of a second language approach modified to meet the demands of a situation in which standard English is the medium of instruction.

In the first linguistic setting, which is typical of programs where conventional basal readers are the text employed, the child's efforts to grasp the basic concept that "print is talk written" are inhibited as a result of the phonological and grammatical discrepancies between his dialect and the dialect of instruction. The learner under these circumstances is constantly faced with the difficult task of double translation. He must first translate the print into "book

talk", and then translate the "book talk" into his own dialect. If the child does not go through this double translation process, he must assume that large numbers of print marks have no relation to talk — that print is not really "talk written down". And he is even less likely to be successful than his peer who got the concept even though he had to struggle with the problem of double translation.

In the second linguistic setting, which is typical of some newer language experience approaches, the teacher is faced with the problem of deciding how to record the child's dialect using conventional orthography and how much to edit his "talk written down" without destroying the home-made text which is supposed to help the child learn that it is indeed "talk written down". The problems in this setting are further increased by using written material which helps the child learn to read a kind of text which is different from that which he and his parents want and expect him to learn to read — the kind of books that other children read. The fact that peer-written books and language experience charts have these problems inherent in them does not mean that they are out of place in the reading class. On the contrary and in spite of the difficulties, they are a critical part of a well-rounded program. However, any approach which does not systematically and as directly as possible lead the child to cope with the mainstream instructional setting fosters progressive retardation and falls short therefore of the requirements of an organzing thread for the teaching of the decoding process.

In the third linguistic setting, which is characterized by the program set forth in the Miami Linguistic Reading Program,[9] the teacher systematically guides the child in his aural-oral learning of the standard dialect as he needs it to approach this new dialect in its printed form. In this way the teacher ensures adequate control over the oral language which is prerequisite to efficient decoding of the dialect of instruction, thus minimizing the difficulties which would otherwise arise from phonological and grammatical differences between the two dialects.

The careful selection of words and structures through contrastive analysis for their linguistic value as well as their graphemic value, and the application of techniques new to the teaching of the standard dialect and vernacular reading are among the factors which a program such as the Miami Series especially relevant to the language and reading problems of children who begin their school experience speaking a divergent dialect. The primary criteria which guided the construction of this prototype are as follows:

1. The referential content focuses on themes which are of high interest to the target population.
2. The materials reflect natural language forms of children's speech.
3. The materials provide for developing aural-oral control over the linguistic content the learners are to read.
4. In the initial phase, the materials focus on developing the skills involved in the process of reading rather than on the uses to which reading is put after the process is mastered.

5. The sound-symbol correspondences are presented in terms of sequences of sounds and sequences of letters rather than in terms of individual sound-letter correspondences.
6. The grammatical structure as well as the vocabulary is controlled.
7. The materials provide for learning to read by structures as well as for developing word attack skills.
8. The materials provide for writing experiences which reinforce the listening, speaking, and reading practice.
9. The materials provide situations with which the pupils can readily identify and which enhance their self concept.
10. The materials guide the learners to develop study skills which will enable them to deal successfully with the mainstream reading program.

During the production and field testing of the Miami prototype, it became evident that even though the linguistic prerequisites for this reading series were built into the program a wide range of other language needs were not being adequately provided for. Even though the speaker of a divergent dialect could be guided efficiently to acquire basic decoding skills, he still lacked sufficient control of the dialect of instruction to compete successfully in the subject matter areas of the curriculum. An awareness of this major problem led to the development of a second prototype known as the Michigan Migrant Interdisciplinary Oral Language Program,[10] which is a companion to our Miami prototype.

In the Michigan Program, basic conceptualization skills involving classification, seriation, temporal and spatial relationships were re-inforced and extended with concepts and skills drawn from social science, science, and mathematics – all within a framework of developing standard English as a second dialect. Although the Michigan Program uses a second language approach and basic second language tools such as contrastive analysis, it tries to minimize overemphasis on what in the past were presumed to be intrinsic requirements in sequencing of linguistic features.

A major objective of the input from the disciplines is to familiarize the child with the processes of discovery, so he may independently discover and explain the relationships he sees in phenomena around him. From social science, science, and mathematics we attempted to extract basic concepts, skills, and processes which underlie each discipline as reflected in newer programs. The social science content in the Michigan Program, for example, is organized around high level abstractions such as change, interdependence, and differences. These abstractions act as main threads connecting the important generalizations. Specific facts are selected primarily to develop these main ideas. To aid the child in arriving at the social science concepts, the Michigan Program utilized teaching strategies systematized by Hilda Taba. These strategies are designed to help the child organize large bodies of data (concept formation), analyze similarities and differences or cause and effect relationships among data (interpretation of data), and apply the resulting generalizations to new situations to predict and test the validity of generalizations (application of generalizations).

The science input is organized around the basic process of observing, using time/space relationships, classifying, using numbers, measuring, communicating, predicting, and inferring. Skills for successful completion of each process are developed and revisited in increasing depth. For example, skills inherent in the process of classifying are those of identifying, naming, and ordering. These skills are visited several times in various activities before an actual classification activity takes place.

The mathematics input typifies modern math programs as a whole. The content follows an orderly progression, and specific concepts are chosen according to their relevance to common first grade curricula, including such topics as sets, simple geometry, the number line, measuring, addition and substraction, and simple chart construction. Information from science and social science, as well as mathematics is dealt with in the conceptual framework, giving the child experience using math as a tool applicable in many areas.

Developing curricula in Spanish

In the light of so much effort in curriculum development in Puerto Rico in the last two decades, you might wonder why we on the mainland would be so concerned about Spanish curriculum development. Materials produced in Puerto Rico are used extensively on the mainland, and indeed in many cases form the Spanish backbone of bilingual programs. On the other hand from the national point of view, we must keep in mind that the Puerto Ricans on the mainland are many when compared to the Cuban minority, but few when compared to the Mexican-American minority. The fact that all three groups are of Spanish background is as deceptive as the concept of "la raza". Each has its own history, its own values, and its own preoccupations. Even for Puerto Rican groups on the mainland, imported materials often lack the same relevancies which caused Puerto Rico to create its own materials in the first place. Still another dimension is the extent to which available materials in Spanish keep pace with current trends in curriculum development, and the extent to which differences of opinion result in different approaches and emphases in paticular areas of instruction.

To help meet the broad range of needs in the Spanish-English bilingual programs across the nation and to undergird the local and often fragmented curriculum development efforts in the many bilingual projects, The Bilingual Education Programs Branch of the U. S. Office of Education has underwritten several service projects focusing on acquisition, development, and dissemination of Spanish curricular materials. One such unit is the Spanish Curricula Development Center, located in Miami Beach, Florida. The unit is national in scope, and is expected to be in operation for four years.

The Center plans to produce, field test, and revise 48 multidisciplinary, multimedia Spanish curricula kits, 16 of which will be for the first grade, 16 for the second grade, and 16 for the third. Each kit will be designed as a two-week sequence, and will contain materials for teachers and materials for pupils

conducive to the development of six strands in Spanish: (1) Spanish language arts-vernacular, (2) social science, (3) fine arts, (4) science, (5) mathematics, and (6) Spanish as a second language. The materials for each strand will be so designed that they may be used independently or in combination with the materials for other strands in the kit.

The Spanish language arts-vernacular strand in each kit will extend the language that the Spanish-dominant children bring from their homes through structured and unstructured oral language experiences designed to develop standard Spanish, at the same time recognizing and developing respect for regional dialects. It will also provide structured and unstructured reading experiences designed to systematically develop (1) Spanish decoding skills, (2) skills prerequisite to effective use of reading in the content areas, and (3) habits and tastes in the reading of Spanish literary-type materials.

Following in some measure the Michigan Program discussed earlier, the social science strand in each kit will be designed to help the learners discover basic generalizations of the social sciences on an elementary level and familiarize the learners with the process of inquiry so they may independently discover and order the rapidly changing world around them. It will give major importance to the diversity of socio-economic and cultural make-up of the target groups for which it is intended, and it will provide for such differences at the local level.

The fine arts strand will focus on music and art. The music portion will be so designed as to reflect a broad experience in a wide range of musical traditions from the Spanish-speaking world.

The science and math strands will be compatible with the Michigan Program described earlier, being based on the same general type of process science and modern math source materials as were used in that Program. As other strands in each kit they will provide their own prerequisites and may be used independently of other portions of the curricula.

The Spanish-as-a-second-language strand will provide English-dominant children structured and unstructured oral language experiences designed to develop oral Spanish, and will phase the English-dominant children into Spanish reading once the basic decoding skills have been mastered in English. The linguistic target features of this strand will be identified through contrastive analysis, but the sequencing of target features will be strongly influenced by the sequencing of the content from the subject matter areas.

Formal field trials will be conducted in twenty centers located strategically around the country. Materials will also be made avaiable to other Title VII ESEA projects requesting them, as well as to interested school systems with relevant pupil populations, such as migrant or other programs including Spanish in their primary level instructional programs.

As indicated earlier, the Spanish curricula designed must be broad enough in their scope to serve as responsible organizing threads which facilitate adaptation, extension, and enhancement, as the various strands are modified to

meet the diverse needs and priorities of local projects around the country. To help ensure this broad base, a Project Advisory Council has been established whose functions include establishing basic guidelines for the Center. The composition of the Advisory Council is intended to reflect the ethnic and linguistic groups involved, primarily Mexican-Americans, Puerto Ricans, and Cubans, as well as native speakers of English ("Anglos"). It also reflects geographic areas where bilingual programs are distributed, such as California, New Mexico, Texas, New York, Illinois, and Florida.

Utilizing curricula cores at the regional and local levels

Attempting to create a curriculum core which purports to respond to a wide range of ethnic and geographic needs is admittedly an ambitious undertaking. Operating from a single base, wherever located, would have inherent relevance problems which would be dealt with in some measure by the feed back process involving the twenty field trial centers. Yet another assurance of local relevance is a plan now being prepared for submission to private and public funding sources. This plan provides for the establishment of a network of regional curricula development centers whose function would be to extend, modify, and complement for local needs the materials produced in the Miami Beach Center. It is our hope that with these optimum resources and reasonable support from individual projects, we will be able to make a significant contribution to the resources which are sorely needed if bilingual education on the mainland is to be a success.

As you bring people together who represent these ethnic interests, these feelings, and try to create curriculum, you can see that everyday in my office I have a better show than you had on Monday. Much of our material in bilingual programs is produced in Puerto Rico, but let us say that a Puerto Rican child in a school in Wisconsin or elsewhere in the States cannot use the same curriculum that a Puerto Rican child does in Juncos or in Caguas. The very reason that we had to write new materials on Puerto Rico, adapting or completing new materials, opposed to using materials from the states, is the same reason why the Puerto Rican child in the states can not necessarily use materials produced in Puerto Rico.

One of the lessons I learned in our annual mission to New York years ago, when we were connected with the National Conference of Christians and Jews, was that Puerto Ricans on the island can't solve the problems of educators in the North. We thought we had the world by the tail when we introduced a new language program in Puerto Rico; only about 25% of that is relevant in New York or Cleveland or Milwaukee. I think we have many things to contribute from Puerto Rico, but there are many people I talked to this morning who insist that they have to solve their own problem, do their own thing. They have to be listened to because it's there on the spot that the educational problems of Puerto Rican children will be solved not here in this elegant hotel.

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DR. GONZÁLEZ CARBÓ

Thank you, Dr. Robinett. Now I am happy to present Miss Carmen Pérez, Program Director, Bilingual Program, Title VII, from District 13, Brooklyn, N. Y.

MISS CARMEN PÉREZ

Muchas gracias. Primero me gustaría contarles un poquito acerca de mi vida. Fui maestra de sexto grado en las escuelas públicas de Nueva York por un número de años. También enseñé el inglés como segundo idioma y fui coordinadora de inglés como segundo idioma en el distrito 13 de Brooklyn.

Yo fui uno de esos niños de los cuales hemos estado hablando por estos últimos días. En ese tiempo no había programas especiales para orientar a los recién llegados y era la costumbre hacer que el alumno repitiera el año que ya había cursado en Puerto Rico. Yo tuve que repetir el segundo grado.

Lack of communication is a formidable barrier, isn't it? Not wishing to perpetrate on others that of which I was a victim, I will continue in English.

First, I would like to tell you a little about myself. I was a sixth grade teacher in the New York public schools for a number of years. I also taught English as a second language and was District Coordinator of English as a Second Language in District 13 in Brooklyn. I was one of those children we have been talking about for the last two days. At that time there were no programs available for orientation of Puerto Rican children or newly arrived children. The procedure at the time was to have the child repeat the last grade that he had completed in his home land. I had to repeat the second grade.

My career as a student was totally lacking in instruction on Puerto Rican history, but I remember that I was always called upon and considered the Puerto Rican expert in my class, and was expected to tell other children about the history and culture of Puerto Rico.

Having been born in Vieques, (by the way, do you know where Vieques is?, I was naturally interested in locating it on the map. I was usually disappointed because it usually was not included.

At the present time, I am Project Director of a bilingual program funded by Title VII in District 13 in Brooklyn. Our program is composed of six classes in kindergarten and grade one. It is housed in two different schools. Our program consists of four components. I would like to describe them very briefly to you. The first component is the instructional program. We have 206 children grouped according to language dominance, very similar to the type of grouping at P.S. 25. One hundred children are English dominant, and 106 are Spanish dominant. Of course, they are all volunteers. All of our teachers are bilingual and they have licenses issued by the Board of Education of New York City. The children are instructed in the language they control best. They are also taught ESL and SSL for one period a day by second language teachers. The amount of instruction in the second language will be increased each year.

The second component is teacher training. During this summer the teachers attended a workshop. They are also registered at New York University for Master's in Bilingual Education. We also hold weekly conferences in order to evaluate each week's work and to plan for the future.

The third component is community involvement. It is divided into three parts. The first part is a clinical workshop where the parents learn about what we are trying to do and also become familiar with the materials and curriculum that we are using. The second part consists of instruction of the second language for the parents. The parents who speak English as a first language teach it to the Spanish speaking parents and vice-versa. The third part is the Parent Advisory Board. We would like to get the parents inyolved in the planning and implementation of our program, and we are organizing a Parent Advisory Board for this purpose.

The last component is curriculum development. While we were planning our program we found that we needed special materials, many of which were not available. Therefore, we have had to prepare these materials ourselves. The teachers have to prepare a great deal of their Spanish language arts materials. Specifically, we need materials for the teaching of Spanish language arts for Puerto Rican children living in an urban New York City community.

There is a great deal of material available for Spanish language arts for children living in Puerto Rico and other Spanish speaking countries, but for Puerto Rican children living in the States there really is nothing. What we are going to do is develop a series of behavioral objectives for the language arts program for the children. We have a research assistant to help the teachers to develop behavioral objectives.

We also have to adopt a program for SSL. Our task right now is to modify it so that it can be used meaningfully with the English dominant children living in a Puerto Rican community.

We are also going to develop behavioral objectives for the English language arts curriculum for the English speaking child. We hope to complete this by the end of this year. I would like to extend to you an invitation to visit our program in District 13. You can get in touch with me by writing to 180 Sixth Avenue, Brooklyn.

You are welcome to visit us whenever you visit New York.

DR. GONZÁLEZ CARBÓ

Thank you, Mrs. Pérez. Now, ladies and gentlemen, I am sure you have many questions for the speakers. They'll be happy to answer them. Dr. Adela Méndez, Director of the English program at the Department of Education, will act as the discussant.

DR. MÉNDEZ

Although the materials prepared for one area are not suitable for another, we do know that — we do have our materials on display in the room

where you registered and if any of you are interested in seeing any of our books, you may do so. We have some sample copies of the units that were prepared for the second grade. If there are any left of those that were brought this morning, you are welcome to take one. We also have the curriculum outline of the elementary school, which you may take if you wish. It gives the list of textbooks which we use, and the behavioral objectives for each grade, which may help you merely as a suggestion of things that you might do. I think each one of you will have to solve the problem of materials suitable for your particular group. However, we are always curious to see what someone else has done and to get ideas from someone. If we have done anything that would perhaps give you some suggestions on the types of units to prepare, we will be very glad to help you with those. Now we'll have questions from the floor.

UNIDENTIFIED SPEAKER

There is critical need for instructional materials being made available in English about Puerto Rican history, literature, poetry, music, the whole background. There are unfortunately only a few hundred children of Puerto Rican background in New York City in bilingual programs. If we could have all of the Puerto Rican children, that would be great. But there are hundreds of thousands of children in New York City and in other parts of the country that are in a regular instructional program, and the number of books that we have available we can number on one hand. How can we address ourselves towards correcting this situation?

DR. MÉNDEZ

Are you referring to the Puerto Rican or Anglo children?

SAME UNIDENTIFIED SPEAKER

All children need them, and they are living together in New York. My concern at this point is specifically the hundreds of thousands of children who are English speaking and don't even understand Spanish, and their English speaking teachers are probably going to remain English speakers, and they have nothing to work with.

DR. ROBINETT

When the back migration from the Northeast area was coming back to Puerto Rico several years ago, I remember very specifically groups coming to Bayamón and certain sections of the metropolitan area. It became quite evident that these were Puerto Rican children whose language was English, and at that time, when we tried to do something for those children, the answer unfortunately and sadly, and, I am ashamed to say, was let them learn in Spanish. I hope, as back migration has increased, Puerto Rico has recognized more seriously the need for materials in English for these children. The same problem that she has raised for New York exists in Puerto Rico. Perhaps someone here in

Puerto Rico would like to tell in what measure they have dealt with this problem in the last decade.

DR. MÉNDEZ

I am sorry to say that we do not have very much material in English concerning Puerto Rico. Ricardo Alegría has just published a book on the early period of Puerto Rican history which is available on the market. Perhaps the best contribution that the Department of Education can make is to prepare a brief bibliography of what is available and send it to the participants. I hope we have the address of the members attending the conference, because there may be materials that we can send you from time to time. I will see if the history and social science departments of the Department of Education will help us in getting this together for you. A few Spanish titles would not be bad to have on that list also, because if you want the children in the States to read, you should give them something that is relevant. Perhaps something about Puerto Rico will seem more relevant to them than any material they are using.

UNIDENTIFIED SPEAKER

I am an exchange teacher here in Puerto Rico, from Philadelphia. The question which Dr. Robinett brought up, I am not sure what the answer was. The students that come back here from the States and do speak English are put back a grade, or are put in the lower grouping. They speak English and they are going to a class like I teach which is the lowest and is called 6-6. If there are students in the class that speak perfect English they are in the lower group. It is very hard. They should be grouped according to the project rather than on the over-all average. The way they are grouped, these English speaking pupils who would do marvellously in an English class, are seating listening to what I would be teaching to a third grade English. This creates discipline problems and everything else. As some teacher said, students that do not speak English are put back a grade in New York; the students who do not speak Spanish are put back a grade in Puerto Rico. I like to know what can be done about that.

DR. MÉNDEZ

I think we educators make the same mistakes whether we live in Puerto Rico or we live elsewhere. We do have one school in Bayamón where we are developing a bilingual program for the returning students. Up to the present time Puerto Rico has not been included in Title VII, so we have not developed a real bilingual program, which it seems some of you have been able to do. We really have to use the resources that we have to try to develop our bilingual program. One problem is that we do not have enough teachers who know English well enough to teach the subject matter areas in English for those children. So we are confronted with that problem now. Those of you who have had experience with bilingual schools may be able to give us some suggestions.

MRS. RAMONA RODRÍGUEZ — Philadelphia

Right now I am coordinator for the bilingual program that we are carrying on in Philadelphia. I am sorry that I was willing to help Mrs. Pérez to give ideas together with her for this panel, but I was unable to do so. But I want to let you know that we are working just as Mrs. Pérez and all the schools in New York. We are trying our best to cope with this need of materials and curriculum. For the last three years we have been working on a special program for Puerto Rican history and culture. This program will be available to you as soon as it comes off of the press. Our advisor and consultant is Mr. Ricardo Alegría from Puerto Rico. This means that we are in good hands and in good shape. We hope to offer some important materials and programs for our schools on the history of Puerto Rico. We also have a group of teachers who are working on the curriculum for the bilingual program. We have Model School A and Model B, bilingual, and the teachers are working on the preparation of materials for these model schools. We also have English as a second language and there are teachers involved in preparing this curriculum. We have the *Arriba* project to help the children in upper grades who cannot cope with the regular grade level and they are helped by this project with the assistance of bilingual teachers. Mrs. Sandstrom, Head of the Language Department in Philadelphia, has given us encouragement and guidance. We are indebted to her for all the projects and programs for the benefit of our children. *The Arriba* project assists the children who arrive from Puerto Rico and are unable to attend the grade level to which they are supposed to belong and they are taught the basic disciplines; social studies, mathematics, Spanish as a first language and art in Spanish. To prepare the necessary Spanish materials we have worked all summer and we have been working extra hours during the regular school year. All these materials will be available soon. I only hope our ideas may be helpful to our colleagues from other areas where bilingual programs are functioning.

Finally I must tell you that in Philadelphia we have a strong backing from the community at large. We have a very important committee known as the Advisory Committee for Bilingual Education in Philadelphia in which representatives from different agencies, groups, and parents are involved, that is why we have good advice from the community and the program has wide community acceptance.

UNIDENTIFIED SPEAKER

I just like to say that in teaching English to Puerto Rican children I think we are trying to get them to read and write before we get them to understand. By that I mean that I think we should have more programs as I have now in the laboratory for English in Carolina. It's working out very well, because of what we do. We have conversations and tapes and stories; there is no reading or writing. The young lady who spoke before said that some children

are kept back because they don't speak Spanish. In the school where I teach, they are not left back; during the Spanish hour they are given extra help.

DR. MÉNDEZ

In closing I would like to give a word of encouragement to all of you who are working on bilingual programs and special programs for the Spanish speaking children. You will be criticized, your materials will be down graded, people will say your program isn't any good, your materials are out of date. We have suffered through that in Puerto Rico for many years, but we have survived. I hope that the groups working in New York, in Boston, in Philadelphia, will have a great desire to carry on the work on these materials and not get discouraged. When you feel that others are rejecting your materials and your efforts, just stick by the program and some day you will have the satisfaction of knowing that you have helped these children, even though all of us will make mistakes at the beginning.

EFFECTIVE COOPERATION OF PUERTO RICAN AGENCIES

OCTOBER 21, 1970

2:00 to 3:30 P. M.

DR. GALLARDO

Mr. Antonio C. Ramos, Undersecretary of Education for Administration will preside this session. Mr. Ramos is an experienced educator in both the teaching and administrative aspects of the school system.

MR. RAMOS

Before we begin with this part of the program, I wish to present Mr. Armando Rodríguez, who is Director of the Office for Spanish-Speaking American Affairs, and who is attending this conference as the personal representative of the United States Commissioner of Education, Dr. Terrell Bell.

Mr. Rodríguez will now address the conference

DR. ARMANDO RODRÍGUEZ

I bring greetings from the Commissioner of Education, Dr. Terell Bell, wishing a great success for this conference, which I know those of you who have participated, have realized. I also bring you greetings from the Southwest Mexican American students. Some of my brothers call this occupied Mexico. I like to make some statements about this conference as I have observed it. I was most hopeful that the focus of this whole conference would be on substance, concept and practical content dealing with human relations, not form. Let me clarify that observation. During the last six years, particularly with the assistance of the elementary and secondary education, schools have busied themselves with all sorts of approaches for meeting their responsibility to the disadvantaged children. Thousands of teacher-in-service-institutes have been held both on college campuses and school districts. School community relations people have been hired, information materials for parents have been prepared in Spanish and distributed in Spanish, bilingual education programs have been set up, teacher aids from the community have been placed in classrooms, ethnic study programs have been developed for secondary students. I support wholly these program developments, but in my three years of countrywide travel and observation, I must agree and say to you today in all candor that the single most destructive force against equal educational opportunity for the Puerto Ricans still abounds everywhere. It is the educational attitude of our public schools and our institutions of higher learning education. I want to repeat my previous statement; it is the educational attitude that has not been changed. It is this attitude that accounts for the behavior of the classroom teacher of the Puerto Ricans as well as Anglo and Black in setting the aspiration levels

of the Puerto Rican youngsters so much lower than his classmates. It is this attitude that results in reluctance, even resistance, for hiring Puerto Ricans as teachers or promotion to complementary and administrative positions. It is this attitude that determines the characteristics of curriculum in our teacher education colleges. It is this attitude that permits the curriculum and materials and the instructional techniques of those schools serving bilingual bicultural children and adults. It is this attitude that results in ethnic isolation which creates a homogeneity of educational environment in which a perception of culturally diverse without assumption of cultural superiority cannot occur. It is this attitude that eventually warps the educational aspirations of the Puerto Rican parent and child.

Note, I am talking about educational attitudes. This is the attitude that directs the behavior of the teacher, the principal, the education professor in the school and learning environment, and they differ radically with the attitude of the same persons away from this environment. This educational attitude is predicated on the firm but false belief that the culturally different and linguistically different youngsters can not or will not become successful learners in the American schools. And the American school is one whose educational philosophy is monocultural and monolingual. It is this attitude that confuses homogeneous learning environment with providing for educational or individual differences which result in ethnic and linguistic isolation.

I mentioned a moment ago that this educational attitude phenomenon is also reflected in the parent and child. Puerto Rican youngsters come to school with a potential of becoming a rich asset to our country, a bilingual bicultural person. Yet they may not know it, his parents may not know it. The fact is that the school should know it, does not know it and doesn't care about it. Here is where educational attitudes prevail. The very teacher or principal or college professor who is most anxious that his youngsters learn a second language and retain his first language and also travel abroad and learn the culture of this second language will persist in providing a learning environment to destroy his bilingual potential and eradicate the claim to a bicultural heritage. The result is that the educational attitude of the parent and child begins to reflect the educational attitude of the school. Monolingualism and monoculturalism is expected, indeed required, and with it comes the self destruction of the Puerto Rican, both as an individual and as a partner in two cultures. The school has rejected him as an individual which means it has rejected his parents. The vicious circle of persistent educational attitudes has resulted in the educational genocide of thousands of Puerto Ricans. It is this educational attitude that must be changed if equal educational opportunities will become a reality for the Puerto Ricans. We can talk all we want about other factors; test instruments, curriculum materials, social economic factors, consultation of students, segregation, integration, human relations programs, school community programs. The fact remains that the single source of success or failure for all these other factors lies in the Anglo educational point of view.

Let's talk about where and how to move directly on this attitude or problem. I am convinced that the first place where we must start to deal with this educational attitude is in the teacher training institutions. Today public school administrators are frustrated at every turn when teacher training institutions are segregated from the calls of public school education. So many continue to keep a deliberate intent, and the cause of this isolation and linguistic rejection will continue and programs aimed at equality of educational opportunity will be manacled and weighted so long as colleges and universities pursue a path of tokenism and non-involvement. Unless there is an about-face in teacher training practices, public school administrators will be forced to assume some of the college functions and to fight for legislation to support the assumption of such responsibility. It is not enough to introduce a couple of courses in the teacher preparation curriculum on teaching the disadvantaged. In the first place, in dealing with the Puerto Ricans we are not dealing with disadvantaged in the sense so easily accepted today. We may be dealing with some economically deprived and oppresed youngsters, but we are dealing with youngsters possessing advantages needing only cultivation.

In the international conference on educational opportunities for Mexican Americans in April 1958, I called for an immediate program to train 100,000 bilingual bicultural teachers. I have no idea how many bilingual bicultural Spanish native teachers we have in our school today. My guess is there are less than 5,000, and many of these are not trained to teach subject matter bilingually. Since the educational attitude of the community is expressed most visibly by the educational personality of the school, it is imperative that any force for change in the attitude must come from the site of the acquisition of the attitude. This in my opinion must begin at the teacher preparation institution and the tragedy is that often a person's educational attitude is much in conflict with his old personal attitude and philosophy on the value of a second language and the importance of cultural cognizance beyond his native culture. At whatever cost the public schools and those who train their personnel must create cooperatives for teachaing training, research and educational leadership, that will effectively and immediately produce a change in the educational attitude of our country for the culturally and linguistically different child and adult. There must be common goals established for such ventures and examples of culturally and linguistically integrated public schools created. This will produce an environment in which the school and community human relations exist.

The second area for educational attitude change is in local educational agencies. It is here that the process of the teacher training institutions first answers the test and challenge of the validity of an attitude. It is here where the supportive resources of the state and federal government must be brought to assist the local educational agency in changing the existing attitude and formulating a new attitude in the education of the bilingual bicultural child and adult. All through the government, there must be a clear evidence of the leadership and commitment in all of this operation, not just in education. This must

be a deep-rooted psychological and philosophical commitment for making cultural diversity a working pattern in the fabric of your society today, all of our society, the total society. We must assume a more active role in adjusting the pulse of the attitudinal movement in education and be prepared to support the positive ones and flaunt the negative ones.

I would like to comment on one other aspect of the fight for attitudinal change in education. I am concerned for the slowness of our professional educational organizations in developing programs for attacking present educational attitudes. It is true that most of them now have an office for minorities and some publications dealing with minority educational difficulties. But I have yet to see an association come squarely to grips with the real issues; the attitude of their members in serving their black, brown classroom constituents and their parents. I would respectfully suggest that any examination of the issue of equal educational opportunity which, after all, is the issue of human relations, cannot be complete without an assessment of the existing and contemplated role of the professional educational organizations and a declaration by the organizations of their commitment of program and resources for making the attitudinal change. It is my feeling that given an enlightened educational environment, the bilingual bicultural youngster will find for himself the best of two worlds and serve these two worlds to the golden reflection of a truly bilingual bicultural society. This then is what human relations in education as well as everywhere is all about.

MR. RAMOS

Thank you, Mr. Rodríguez for your fine address.

It is with great regret that I have to announce that the Honorable Julia Rivera Vincenty, Secretary of Labor of the Commonwealth of Puerto Rico, is unable to be with us this afternoon. Unexpected and certainly unwanted labor troubles are responsible for her absence.

Among our speakers this afternoon we have a distinguished staff member of the Department of Social Service, Mrs. Aurora G. de Baralt, Director of Inter-Agency Services. She is a professional social worker with a great deal of experience in the problems of migrants. I take pleasure in presenting Mrs. Baralt.

Another speaker will be Mr. Héctor Rodríguez, Consultant of the Office for Spanish Speaking American Affairs in Washington. He will discuss the delivery of services to the Puerto Rican community on the mainland. The title of his address is "A time for commitment."

MRS. BARALT

Ladies and Gentlemen: It is my purpose to talk to you about the Department of Social Services, with special emphasis on the administration of public welfare. This Department was created eighteen months ago. It

integrates several programs within its framework: family services, professional rehabilitation, the Puerto Rico Gericulture Commission, the Children's Commission, drug addiction, family planning and services to the community. Public welfare services are administered by the Division of Family Services through seventy eight local service offices throughout the island. Welfare services include public assistance, child welfare, institutional care for children, blind adults and services to the handicapped. Public assistance includes general assistance, old age assistance, aid to the blind, aid to the permanently and totally disabled and aid to dependent children. New directions in this program tend to give assistance and services with emphasis on rendering social services to families directed to the prevention of problems, protection of families and the social rehabilitation of those under the attention of each program. Initial emphasis has been laid on social services to the families with dependent children who are receiving financial assistance. Social services mainly of short duration and less intensive in scope are also rendered to all families or individuals receiving public assistance as well as to other families in need of a variety of services from the agency. Homemaking programs and a boarding home for the aged and disabled have been instituted as a part of the public assistance programs.

Child care and protection provisions include direct social services to parents and children in their own homes. Special orientation services to adolescent groups vulnerable to delinquency are offered through group work activities, psychological and psychiatric services, homemaker and foster home services, adoption, study of applicants for admission to children's public institutions, supervision and licensing of foster family homes, private child care institutions, day care centers, family day care homes and camps. Consultation and orientation services on mental retardation are available through a consultant on medical retardation who serves as a liaison between the agency and community organization and agencies on mental retardation. He also gives orientation on this matter to parents and agency staff.

Medical assistance includes the provision of medical and hospital care to dependent children, individuals sixty five years of age and over, the blind and permanently and totally disabled individuals who are recipients of public assistance money payments. Services will also be provided to individuals and families in the above mentioned categories who are not public assistance recipients, but whose income and resources are insufficient to meet the cost of necessary health care services. Medically needy children are also included in the program. Health care to the groups mentioned is under the responsibility of the Department of Health, and will include rehabilitation services, physical, vocational as well as social. Health services to the medically needy person covered by this plan are provided through the existance of the generalized health system operated by the collaboration of the commonwealth and municipal governments.

The seventy-six municipalities in the island have been divided into five health care regions. In each region there is a regional hospital, and in each municipality there is either a health center or a municipal out patient clinic.

In the larger municipalities, in addition to the municipal hospital, there are several out patient clinics distributed throughout the urban and rural areas, Eligibility certification of medical assistance is a welfare responsibility. The residential centers program of the Department of Social Services serve children, blind minors and adults throughout the commonwealth's fifteen institutions.

Let us look into the Office of Inter Agency Service. As any other resident on the mainland, Puerto Ricans, as American citizens, can move freely from one state to another, or from their native island to any state or territory of the United States. They leave mainly in quest of a better labor market or more profitable employment through which to improve their standard of living. Some of these migrant Puerto Ricans leave their island in response to a strong family tie pattern to join relatives already established there. In their efforts to establish themselves in the immense and complex city, they must settle in the poorer sectors, areas of deteriorated and unsanitary housing, in slums where they must suffer the exploitation of landlords, salesmen, dope peddlers, and others who prey upon the impoverished and the unfamiliar. Many personality strengths and latent potentialities are needed by Puerto Ricans in the United States in order to adapt to a new language, a different climate, new neighborhood relations, different foods, different child rearing and family patterns. All of these are in contrast to their familiar settings and habits.

A multiplicity of studies undertaken by different foundations have confirmed the urgent and very special need of the Puerto Rican population in the city, they have the lowest median family income of any of New York's major ethnic or racial groups. These studies also point to the fact that 51.7% of the Puerto Ricans receiving home relief do so because they are employed in occupations that pay low wages. It is imperative that advantage be taken of the training potential of the Puerto Ricans in the state for up-grading the skills of this group, move them into better paid work opportunities and liberate them from the relief rolls. The concept of poverty among the Puerto Ricans in New York City has the same basic elements present in different poverty groups elsewhere, further complicated by the problems related to the adjustment to a new and different culture. Basic among these hindrances are their limited and deficient education, the lack of a working knowledge of English, the lack of job skills that compel them to depend on low paying jobs, disrupted families headed by women, existing prejudices affecting minority groups. The Puerto Rican government does not stimulate or discourage migration of our people to the mainland or to other countries. However, in the case of migrants to the states, because of the intensity of the migratory current and the special linguistic and cultural differences of both the Puerto Rican and the mainland community, it has assumed responsibility for orienting this spontaneous migration. This need for orientation and protection justified the creation of the Migration Division of the Department of Labor of Puerto Rico. We of the formerly existing Division of Public Welfare, now affiliated to the Department of Social Services of Puerto Rico, have always been aware of the special hardships under which our migrants live and labor in the United States. This awareness moved our government to

organize the Office of Inter-Agency Service in 1943. I am the Director of this office, which is one of the three programs of the Division of Services to the Community of the Department of Social Services of Puerto Rico. Its primary function is to work in behalf of the Puerto Rican migrant through social agencies in the states. The Office of Inter-Agency Services handles requests from private and public social agencies in the states and other countries concerning Puerto Ricans who because of some difficulty or problem have applied to an agency in search of relief from their predicament. With the assistance of a trained social worker and auxiliary staff from our local offices, the Office of Inter-Agency Services cooperates with social agencies in the states in the formulation of plans in behalf of the individual migrant and his family in need.

The office handles 5000 requests every year. The vast majority of these requests come to us from the mainland, but some requests are also received from Germany, Japan, Canada, Dominican Republic, and South America, since Puerto Ricans seem to be everywhere. Within the United States about 80% of the requests come from New York City, where the vast majority of our migrants settle to meet the challenge of a totally different life. The nature of the requests is varied. Among the most common are verification of residence for the purpose of receiving relief and other benefits, location of parents or relatives for evaluation of their homes and planning with them the care of delinquent, sick or abandoned children, social histories for probation officers and other court officials, transfer of mental patients to our mental hospital or TB patients to our TB treatment facilities. We also obtain documents, such as a birth and death records, meet travellers whose return to the island has been planned by our office and help in locating displaced individuals, specially Cuban and Dominican exiles.

Coordination of services with the Social Services Department is maintained on the highest ethical level, specially in the aspect of mutual respect in giving recommendations. Unlike the New York City area and other areas in the United States, Puerto Rico lacks many essential programs and resources. Sometimes the existing ones are limited in scope. We have encountered difficulties in the transfer of non-resident mental patients hospitalized in the states, because of our inability to obtain like hospitalization here for these patients, due to overcrowded conditions in our state psychiatric hospital.

The authorization for return of adolescents who have no home or parents or relatives in Puerto Rico to come to also poses a problem since with our limited number of foster homes and the fact that these children are adolescent, makes it doubly difficult to locate a home for them here and follow through on the requested return.

Another type of case offering difficulties is the transfer of paraplegics and cataleptics and patients with a long term of terminal illnesses, since Puerto Rico has no state facilities for the hospitalization of chronic cases. In the cases where the office has been able to work out a plan for the return of a chronic patient, he is placed for a short period in a hospital and then removed to the home of a relative. The local public health unit of the corresponding town is

in close contact with the relatives for orientation and determination of resources in order to prepare the family to live with the patient and give him the best possible attention within the relative's limitations. During the 1950's the average total of requests for services amounted to 12,000 referrals every month, but in direct relationship with the steady decline of migration to the mainland, and with the amendment to our social security law, the rate of referrals has declined and seems to be leveling off.

Our main role will continue to be to maintain coordination of our services with the agencies that give services to Puerto Ricans. There are certain special problem areas which can be patterned by both the Puerto Rican and the stateside agencies for mutual benefit. Among these, we need to further and intensify the collaboration of agencies dealing here and stateside on imperiously emerging problems like drug addiction, juvenile delinquency, school drop outs and others. The Puerto Rico social service agency could be more helpful to the New York City welfare staff if we provide them with a better knowledge of the political divisions and sub-divisions of the island, such as district, city, town and *barrio*. This might help to save time in locating references and insure a prompt and more efficient service in attending requests.

We in Puerto Rico could provide better information to agencies in the states on legal and administrative regulations concerning the adoption of minors, placement of children in foster homes, licensing of drivers, child care facilities, and other areas of the social welfare field. This would be useful to staff members in orienting Puerto Ricans and other American citizens in New York City, who move frequently to the island for purposes related to these areas.

This opportunity to meet with you has been most welcome, as it is my conviction that the adjustment of newcomers to a metropolitan environment can be more rapidly achieved through a better understanding and a deep insight into the social, economic and cultural ways of Puerto Rico and its people.

MR. RAMOS

Thank you very much, Mrs. Baralt. Now, Mr. Héctor Rodríguez will address us.

MR. RODRÍGUEZ — Office for Spanish-Speaking American Affairs

Mr. Secretary, distinguished panelists, ladies and gentlement. Today I want to speak on "The delivery of services to the Puerto Ricans on the mainland and time for commitment".

At this conference we have heard distinguished panelists discuss the divergent views about Puerto Ricans and services that could be provided to us on the mainland. At this conference we have heard divergent and important views abouts the needs of the Puerto Ricans. We have heard and island Puerto Rican point of view about the needs and the assistance that can be given to the Puerto Ricans on the mainland. We have heard a Black point of view about the needs of Puerto Ricans on the mainland. We have heard an Anglo

point of view about the needs of the Puerto Ricans on the mainland. All these views are welcome, and all of them are important, for we must continue to share our views. Today I am here to share with you a mainland Puerto Rican point of view about the needs of the Puerto Ricans on the mainland.

The points brought out by the previous panelists provide ample latitude for continuing our dialogue and cooperation between the institutions on the mainland and the Puerto Rican agencies. There is a great deal to be done here. There were sound and valuable insights provided. At this time, however, I will focus on the mainland institutions and their representatives. What is the relationship between the agencies on the mainland and the Puerto Rican community on the mainland? Have they delivered the goods to the Puerto Rican community on the mainland? The claim that mainland Puerto Ricans have been seriously neglected and underserviced by our institutions and government agencies at all levels of authority is, in my judgement, irrefutable and true. A close scrutiny of developments on the mainland as they have unfolded very clearly indicates that the goods in fact have not been delivered to the Puerto Rican community.

The Puerto Rican community on the mainland has reached the ultimate level of neglect and frustation. The community cannot, must not and will not tolerate this situation any longer. There is much justification for alarm, for the statistics about us on the mainland, scarce as they are, indicate that the Puerto Ricans are rapidly becoming the losers in the country. We are plagued by a barrier in the English language and our Spanish is being stifled and suppressed. We have a relatively low educational profile, and we suffer from chronic unemployment and under employment. This is possibly why many Puerto Ricans are coming *back* to Puerto Rico. Some may not be able to cope with the situation as it is developing on the mainland. This is a possible reason.

Our predicament, I'm sorry to say, is not being solved, as we lack adequate representation at the federal, the state and the local level of authority. All these conditions have led to a serious deterioration of our social, economic and cultural structure.

Ladies and gentlemen, we do not have the financial resources, nor do we have the commitment from the authorities and the government agencies on the mainland to help us cope with our problem. Our leaders throughout the country have witnessed that the same identical problems and forms of discrimination insistently plague the entire national Puerto Rican community. They now feel that what was once a local problem, for example, 80% drop out rate in Hoboken, New Jersey, is now a general problem. The record of under employment and unemployment, as you can read in the newest edition of the U.S. Department of Labor, shows that we fare nil in terms of educational achievement when compared to other groups. Perhaps our situation may appear to many government officials on the mainland and here as similar to those of other disadvantaged groups clamoring for a better opportunity. Indeed it is and we have been taken for granted for much too long.

Without question, leaders of the Puerto Rican community are profoundly concerned about lack of sensitivity and action from the federal government. I think we all read the papers. Some have already taken to the street in frustration. How long can you remain a good Puerto Rican? Some have been frustrated in their means, in their attempts to communicate their needs to the agencies, so, they have joined others or have begun to articulate their problems, their hopes, their dreams, on the streets.

Many Puerto Rican leaders throughout the United States are still hopeful, sincerely hopeful that responsible government officials will act instead of react to the demand for change. The Puerto Rican leadership is rapidly coming together throughout the nation, but, there is no one that is really helping us. The Migration Division Office of Puerto Rico, which is a very important arm of the government of Puerto Rico, is doing all it can to provide indirect types of services as was pointed out. But the real test for commitment, the primary responsibility for taking care of the chronic problems faced by the mainland Puerto Rican rests legally, socially, economically and morally with the government of the institutions and its officials on the mainland of the United States.

What can we recommend to the federal, state and local agencies? What can we recommend to many of their representatives who are here? What can you do? I'll provide you some ideas of the strategies that can be developed, but the most important thing is that when we go back we must deal directly with the people that are affected, and not go around them.

What can we do? First of all, I think, we can pledge a commitment. A commitment must be made with determination to assist the Puerto Rican community. And what is a commitment? A commitment means putting your money where your mouth is. A commitment to me means putting your facilities at the disposal of Puerto Rican leadership. To me a commitment means providing ample and meaningful technical assistance to those groups which are clamoring for better opportunities, to those groups which are saying to the established institutions: "Look, we don't want to destroy you, we're not interested in destroying institutions. In Puerto Rico we never learn that the best way to solve a problem is to go out and burn the place down to destroy the institution. We learn that maybe things can be worked out through some type of dialogue."

Some have said that we have had a period of confrontation and that we are now in a period of negotiation. Up to this point no one has been negotiating with the Puerto Rican community in the United States, and this is why there exists confrontation.

A change of attitude is not just a Puerto Rican problem. The Puerto Ricans may not necessarity be failing the institutions, it may be that the institutions are failing the Puerto Ricans. It may be that something can be done if the institutions collaborate, get together and work with that community and solve the problems. A change of attiude about Puerto Ricans as a whole must take place before such a commitment can be manifested. The change of attitude means to me this: you are a Puerto Rican, you are a human being, you should be respected, your culture is important, your needs are important. You should

know that we are just as proud, that we have a true record of defending what you have also defended, that we have shown that we are just as patriotic as you have been: second world war, 75,000 veterans, Korea, 45,000 veterans; 92.1% volunteers, and Vietnam, of course, we're still there and we're fighting both for Puerto Rico and for the mainland. So we are not unpatriotic when we say: "help us solve our problems".

A change of attitude must come. The Puerto Ricans have the right attitude. They are receptive. They need help, they have asked for your help. The attitudinal change must come from you. We are a legitimate people, we are worthy of a dignified response and we have a purpose in our lives.

Deal directly with the Puerto Rican community. I think we can all understand what that means. Provide for a Puerto Rican point of view on matters affecting the Puerto Rican community. This means Puerto Rican staff in those departments that are going to deal in areas where there are high concentrations of Puerto Ricans; this means informing, advising, educating and enlightening them about opportunities to improve their conditions. Much can be gained by providing ample statistics and data to those agencies which need it, so they can justify and deliver the goods, with Puerto Rican advisory boards for all projects affecting the community.

Use the Puerto Rican media to reach the Puerto Rican community. You are unwisely using the Anglo press to get to them. I have seen a newspaper that comes to my office for endorsement. It was prepared by people who misspelled the words in Spanish. It was an insult. The editor was not Puerto Rican. There were no Puerto Ricans on the advisory board of this newspaper, and yet they were saying "Pay five cents for this paper and we'll tell you what it's all about". Use the Puerto Rican media, and if some communities do not have Puerto Rican newspapers, help them put one together, provide the funds and the technical assistance. We have the talent, we have the drive. Just give us the money; work with us, we can work. Do you see all these buildings all over this beautiful island? Do you see all those roads? How did they get constructed? They were put together by Puerto Rican talent, ingenuity and labor. We have talent and resources like that on the mainland.

Do not attempt to represent Puerto Ricans, or talk for them in their community. What does this mean? Provide the Puerto Ricans with an opportunity for them to express themselves about their problems and needs. Let them tell you. We have a fantastic and deplorable record throughout the United States of people talking for the Puerto Ricans.

All the textbooks that are coming out are the work of so called experts on Puerto Rico, but there are very few Puerto Rican authors. Something is wrong. We certainly need a commitment from the publishers of these books. The publishers of these books are making great sums of money telling us and telling others all about us, but you are not hiring us, you are not using our talent.

There is an ample list of recommendations which can be given here. I'll

not delay your trip any longer. However, I believe that the most important thing that the institutional representatives throughout the mainland who are here can do when they get back is to begin to dialogue with the Puerto Rican community, their agencies, their leaders, their representatives. I sincerely believe that it is the time to deliver, it is the moment to act. Whoever you are out there, if you are not commited, if you are not part of the action, then you are part of the problem.

MR. RAMOS

Thank you very much, Mr. Rodríguez.

Our conference coordinator, Dr. José M. Gallardo, has a short message for you.

DR. GALLARDO

I was supposed to talk in this session for the Department of Education, but the time is running short. It's getting close to three-thirty, and I know you are all anxious to get back home.

This conference is an outgrowth of the great interest of the Department of Education of Puerto Rico in having a share in helping you meet your problems, aided and abetted by contacts with over 400 stateside educators who have visited us during the past year, and for whom we have organized a variety of programs, including lectures, conferences, school visitation. We have even prepared visitation programs to enable stateside teachers to visit the towns from which their pupils come and to meet their relatives.

The message of the Department of Education is brief: we are here to serve and you must let us know what we can do for you. I hope that as you return to your school districts you keep in mind that we exist to serve and that although we have no jurisdiction over the mainland Puerto Rican communities, we recognize our moral obligation, which I assure you the Department of Education is ready to fulfill. So you must not hesitate to come to us, to write us, to let us know how you think we can be of service, and to inform us as to what you are doing.

And now, one last word. In the name of the Department of Education I want to express to all of you our deep gratitude and, in addition, my personal satisfaction for the way you have helped to carry this conference to its successful conclusion. It has entailed a great deal of work, but it has been one of our greatest joys and challenges. The participants have included educators of all ranks, school board officials, community leaders, in fact a conference of professionals and laymen. Over two hundred people appeared unofficially and unexpectedly and we decided to let them join us to the enrichment of the conference.

To all of you again our sincere thanks and a big *abrazo*.

MR. RAMOS

To finally close the conference, we will have a few words from Dr. Mellado.

DR. MELLADO

I wish first of all to apologize for not having attended all sessions of the Conference. As you know, two weeks ago Puerto Rico experienced major floods, and the damages to our public schools and the resulting confusion have forced me to remain in my office to attend urgent matters related to the construction and repair of schools as well as to the problem of persons who, on losing their homes, were forced to seek refuge in public schools.

The purpose of this Conference, as it was explained in the inaugural session, was that of offering some help to North American educational systems having a large Puerto Rican population with respect to:

1. The recruitment of teachers for bilingual programs.
2. The teaching of English as a second language, and
3. The preparation of suitable didactic materials.

It was not our intention to discuss all the problems confronting Puerto Ricans who live in the United States.

Soon after the opening sessions it became apparent to me that many of those in attendance were very anxious to broaden the radius of action of the conference to include other problems. It seems that many portions of the Puerto Rican population living in the United States feel that they are not being treated in ways which they, as American citizens, have a right to be. According to them there has been discrimination of various types which has adversely affected the integration of the Puerto Rican migrants into the national life. One of the greatest protests has been that Puerto Ricans have not been counted upon for the plannig of programs and for filling positions of importance in government and particularly in educational systems. I wish to state in all honesty that I am also concerned about these matters, and I would hope that ways may be found to attend to any justifiable complaints of our fellows citizens in the United States. I feel that in the future other conferences should be organized at which there may be a full discussion of all those matters which were not included in the conference we called.

Invitations to the conference were sent to superintendents of schools, state and local boards of education, governors and associations and individuals with whom we were acquainted. All who requested an invitation received it by return mail. As it was our purpose to establish a constructive dialogue, we never thought of excluding any person or entity from the Conference.

It has been suggested that I request the delegates of each state of the union represented at the conference, to state what they consider should be the conclusions and recommendations of these meetings. As soon as I receive these

recommendations, I shall appoint a committee to study and prepare them for publication, together with the papers presented at the conference.

I am grateful to you for having come to Puerto Rico to collaborate with us in what to me is a very praiseworthy enterprise. I offer the most decided, cooperation of the Department of Education in helping you solve any problems which may arise in the future with regard to the education of Puerto Ricans who live, study and work in the United States.

I hope you have enjoyed your stay in Puerto Rico and that your return trip may be a pleasant one.

END